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ABSTRACT

This volume contains over 60 ideas for use in implementing supervised occupational experience (SOE) programs. The ideas, which were submitted during a National SOE idea contest conducted in 1983, deal with the following aspects of SOE programs: program evaluation, program promotion, use of teacher and student aids, stimulation of individual student interest in SOE, planning of quality SOE programs, and expansion of existing SOE programs. Each idea description contains some or all of the following: the name and address of the person who submitted the idea, procedures for implementing the idea, suggested target students, program strengths, and potential program shortcomings. Appended to the volume are various sample forms for use in keeping the following types of information: student occupational experience plans, supervised project records, quarterly supervised occupational experience scores, grades, Future Farmers of America record book scores, and individualized instruction and project visitation evaluations. (MN)

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SUPERVISED OCCUPATIONAL EXPERIENCE IDEAS

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IDEAS

The New, Unique, and Innovative SOE Idea Contest was conducted in 1983 to insure that the 1984 SOE/FFA Workshop be kept on a practical "doing" level. As a result of this contest, program ideas and participants were identified for involvement at the National Workshop. All the ideas collected from the contest are assembled in this publication. We hope that these new ideas will be beneficial to all 1984 National SOE/FFA Workshop participants.

The ideas in this publication were assembled and edited by Susanne Hurt, Contests and Awards Intern.

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Supervised Occupational Experience

INTRODUCTION

An SOE program is more than a project. It is an individually planned continuous program that has been designed to develop the skills and competencies required for entry into a specific agricultural occupation. Through the use of planned supervised occupational experience programs students are provided the opportunity to:

1. Be taught in an environment which duplicates the setting in which they desire to be employed.
2. Receive occupational experience which utilizes the same facilities, equipment, materials and processes as found in the occupation for which they desire to be employed.
3. Develop those mental and manupulative skills, technical knowledge, work habits and leadership skills essential to succeed in a specific agricultural occupation.
4. Receive instruction of a sufficient duration to be able to develop into a competent, reliable and responsible worker.
5. Receive instruction that is timed so that it can be applied at the time it is learned

These are some of the exciting things that a planned SOE program can do for the motivated student who has ample opportunities. However, everyone must start somewhere. For many of the urban students studying non-production agriculture, this has been a problem. Their interest is in preparing for a non-production agricultural career but because of their age, where they live or where their school is located, the opportunities for a rewarding and challenging SOE program are less available than for the rural production oriented student. How can these students be provided with hands-on experiences to develop and sharpen the skills and competencies that they will need to enter their chosen agricultural occupation?

This booklet contains a number of excellent suggestions that may be used to start students with little or no opportunity on their way to a challenging and rewarding SOE program. Each suggestion is just that — a simple, single idea that may serve as the spark for a student to begin an SOE program or a technique that can be used to enhance the quality of SOE experiences. These suggestions are ideas to build on by individual students and in most cases should not be considered a complete SOE program. Remember vocational agriculture is best taught when the "learning by doing" principle is used. An SOE program is "learning by doing" at its best.

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VII. APPENDIX

EVALUATING SOE PROGRAMS

IDEA: SOE Program Evaluation

Submitted by: Roberta Armijo
Maricopa High School
P.O. Box 310
Maricopa, AZ 85239

Description:

Evaluation of SOE programs can be a challenge if there is not a basis for the grade. The system I implemented is simple and involves all parts of the SOE program, including improvement projects and supplementary skills. It also keeps me active on visitations. A 200 point total for every nine-week period is given. The points can be distributed in any manner, and I sometimes change the values for each nine weeks. This system is especially helpful for special students who have problems with other assignments.

SOEP Points/1st Nine Weeks

1 - Improvement Project	40
1 - Supplementary Skill	40
2 - Visitations	50
20 hours of work experience or a continuing production enterprise	30
1 - up-to-date and correct record book	40
	200

IDEA: SOE Programs Evaluation Scorecard

Submitted by: Everett Rhodes
Casa Grande Union High School
420 E. Florence Blvd.
Casa Grande, AZ 85222

Description:

As an integral part of our vocational agriculture programs, an SOE program should also be a regular and systematic part of our evaluation of student performance. The SOE program evaluation scorecard is designed as an instrument to assign quarterly grades to all students in vocational agriculture for their required SOE program. It has not been "field-tested" but will be used in the upcoming school year for regular SOE program evaluations. Plans are to review the scorecard with all students at the beginning of the school year and have them update their summer experiences on the form. After instructor evaluation has been made, a brief conference/visit with each student is planned to establish the total points earned by each student. These points will be recorded

in the gradebook and will comprise approximately one-fourth of the student's quarterly grade. Freshmen students or new students entering the program will receive "extra-credit" points for their SOE program during the first quarter since they have not been entirely oriented to the SOE program requirements of our program. Since the scorecard is on a 100 point basis, the total points earned will also be the percentage of total points possible during a grading period. For example, if there were 650 points possible in a given grading period and the student received a score of 78 on the SOE program evaluation card, he/she would receive 127 points with a 25% weight placed on SOE programs. (650 x 78% x 25% = 127 points). This method of calculation will establish a constant weight for a student's SOE program.

The task of evaluating all of the SOE programs for all vocational agriculture students should not be left until the end of each grading period. Indeed, the instructor's responsibility of SOE program evaluation must be an on-going effort throughout the year. Plans are to utilize the scorecard during on-site visits and during class periods devoted to record books and updating attainment of student competencies.

See Appendix C

IDEA: Planning and Evaluating the SOE Program

Submitted by: Dave Perey
Mayer High School
P.O. Box 189
Mayer, AZ 86333

Description:

In order for a student to experience the desired outcomes of a vocational agriculture program (his or her establishment in an agriculture occupation) the total program must be focused on the competencies needed for that chosen agricultural occupation.

The SOE program, if properly planned and evaluated, provides the avenue by which the student may master competencies taught during the school day, and acquire those competencies not taught in the classroom and laboratory.

To provide the focus necessary for the student to efficiently select those activities, which would develop the competencies needed for the job, I have developed the following occupational experience planning plan. This form is used to identify the competencies which are needed to be developed as part of the student's SOE program. The student then develops a list of approved activities, which enable him or her to master these competencies. To be successful the student and teacher need to establish a timeline for the completion of each activity.

This form can be used as a guide to scheduling visits, a method of evaluation and

as a tool for future planning by the teacher and student.

Use of the instrument requires that:

1. The vocational agriculture program be competency based.
2. The vocational agriculture program be narrow in scope.
3. Student occupational objectives are in the range of instruction within the program.
4. The teacher must budget the necessary time during class for the development of competency and activity lists.

See Appendix A

IDEA: Grading Sheet for SOE Program Record Book and Program

Submitted by: Anthony Asberry
Rt. 3 Box 147
West Plains, MO 65775

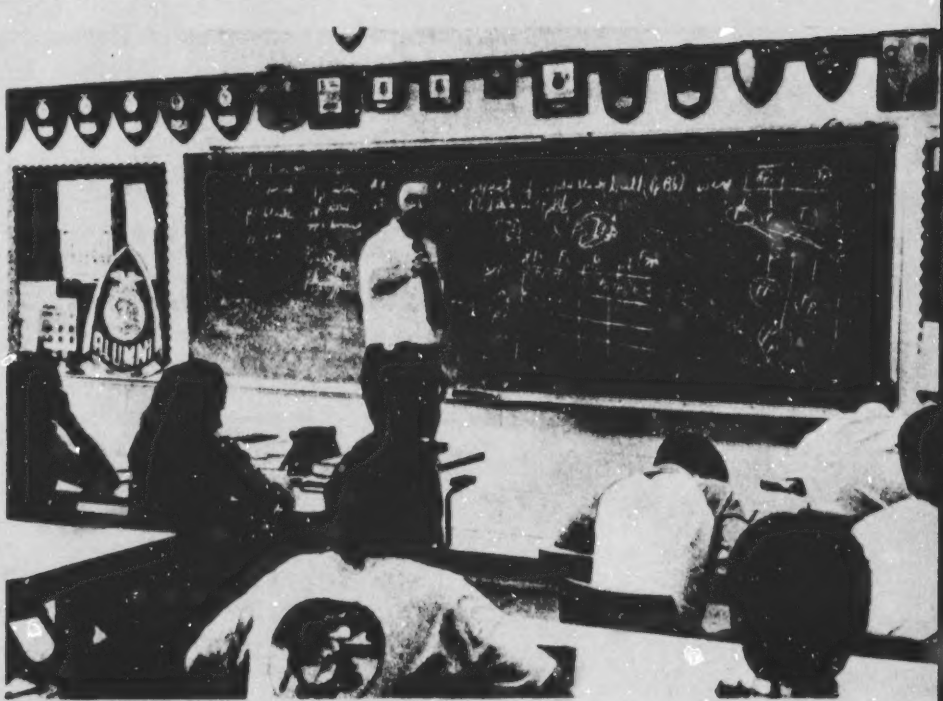
Description:

This is a grade sheet I adopted to grade my students on how well they kept their record book. It includes accuracy, up-to-date information and neatness. It is set up for use for one full year once every quarter, and has room for an extra time in front of the first quarter. It not only has a place for grading each form on how well it is kept, but also on how much work or how many units of farming the student has completed. I believe the work done on the farm or SOE program is just as important as the class work and that the student should be graded on it as well. This sheet will work for any student, freshman through senior, with placement (work experience), production or any combination. It is possible for students to receive more than 100% when they work over and above what is normal for their grade level, but it also will give a passing grade to those students who do an adequate job on a minimum sized program. It allows evaluation on the basis of how many animals are kept, how many acres of crops produced, number of hours worked and on the number of good management practices or improvement projects completed.

To make this grade sheet work the record books must be graded every quarter during the school year. I also grade them the first week of school in the fall. I assign SOE program quantity points as I go through the book form by form. I usually give bonus points for "on time" when they are turned in ahead of schedule. This allows me to spread the load out farther by getting some books in early.

See Appendix D

PROMOTING SOE PROGRAMS



IDEA: Promoting SOE Programs in the Community

Submitted by: John Abell
Teutopolis Community High School
P.O. Box 745
Teutopolis, IL 62467

Description::

Background of SOE Programs at Teutopolis Community High School. All vocational agriculture students at Teutopolis High School are required to start, maintain and expand an SOE program. Although SOE programs are required as part of vocational agriculture class requirements, students receive ½ credit towards graduation in addition to the 1 credit for vocational agriculture classes. The rationale for granting the extra ½ credit is that students are involved in their SOE programs year around where all other school courses ends when the class bell rings.

Since the school is located in a traditional rural farming area, all students carry out some type of a production SOE program. In addition students are required to maintain a "non-production" area as part of their SOE program such a mechanics, electrification, soil and water management, safety, etc. Seniors enrolled in the program's Cooperative Education program are involved in a placement program in addition to their regular SOE program.

Ways SOE Program is Promoted.

1. **Parent-Member Banquet.** At the annual parent-member banquet, slides illustrating all members' SOE programs are shown. The slides are taken during the year by the Advisor. Both Advisor and Chapter Reporter put together the slide program for the banquet.

2. **SOE Program Tour.** Each year a tour of all FFA members completing their first year SOE program is taken. The tour is held in late fall during a school day. The purpose of the tour is for members to see what other members are doing in their SOE program. Most members gather ideas to expand and improve their SOE program. Some parents and the high school principal usually accompany the FFA members and the Advisor on the tour.

3. **Fairs.** All members are encouraged to exhibit their SOE programs at various FFA and County Fairs. Students have the opportunity to exhibit livestock at the FFA livestock fair and three different county fairs which the school district is composed of. Also many members exhibit at various state and national breed shows. Students with crop SOE programs may exhibit at the FFA grain show. Also students with mechanic SOE programs can show at the FFA mechanics fair. From all the fairs available, most members get to exhibit their SOE program during the year.

4. **Proficiency Awards.** All junior and senior FFA members compete for the various proficiency awards offered by the state association. In order for the

members to be eligible for these awards at the district and state level, they must be the chapter winner. Since the competition at the chapter level is very keen, the chapter winner is determined by evaluation and interviewing committees made up of parents, advisory council members, alumni members and high school principal.

Summary. All the above and other ways an SOE program is promoted in the community have one central theme of showing what SOE programs students are maintaining, what their accomplishments are, and that SOE programs are an integral and required part of the vocational agriculture and FFA program. All the above SOE program promotional ideas are highly publicized through the local news media by the FFA Reporter.

IDEA: SOE Programs: Preparing Today for Careers of Tomorrow

Submitted by: Coleen T. Kaczor
407 S. Cottage Grove
Urbana, IL 61801

Description::

The SOE Programs Notebook may be one of the best explanatory and promotional items an agricultural instructor may develop. It should contain completed and well defined samples of all forms, contracts, agreements and various record books of successful SOE programs from within the agricultural department. When a beginning instructor or an instructor new to a school begins to develop their SOE Programs Notebook, they should review past SOE programs from their department and surrounding schools. Constant updating of this notebook is a necessity for accuracy and reliability. After a program is established by an instructor, SOE programs from within the school should entirely replace any of the remaining non-departmental SOE programs.

The notebook has been successful with all types of students and parents, especially those skeptical of the SOE program component of the agricultural program or possessing difficulties in comprehension.

The strengths of the notebook are numerous. It is an organized, professional, self explanatory and impressive article of public relations for the instructor to employ. Currently no shortcomings have become evident, although effectively establishing this type of notebook can be time consuming.

The specific steps to establishing this type of teaching tool are:

1. Acquire all state required forms and/or notebooks
2. Develop or borrow (from another department or local university) any additional written policies, contracts or agreements

3. Help students to complete the documents and retain copies of each
4. Acquire copies of successful SOE program booklets completely filled in, including pictures for references
5. Categorize all materials in a durable, easily handled cover and label

The importance of SOE programs in preparing today's students for tomorrow's careers is becoming increasingly evident. Not only must the students become aware of the benefits of SOE programs, but their parents and employers must also receive this knowledge.

IDEA: SOE Program Chapter Composite

Submitted by: Cindy Weaver
207 Rolling Hills Drive
Jackson, TN 38305

Description:

Often the public is not aware that vocational agriculture students are involved in work experience programs, SOE programs. To publicize the student and his/her program the FFA-SOE Program Chapter Composite is an attractive way to publicize the program and helps to keep track of their program type whether agribusiness or farming.

A color photo is taken of each student in official dress, much like a senior picture is taken. Once the entire chapter is photographed individually, the pictures are grouped according to the student's degree such as state farmer, chapter farmer and so forth. The students' pictures are mounted on a board with their name, degree and type of SOE program (agribusiness or production) listed under their picture with the State Farmers, American Farmers, Chapter Farmers and Greenhands together. An FFA emblem may be affixed to the center of the board with the pictures arranged attractively much like a senior picture composite. Other pictures on the composite should include the advisor and all Honorary Chapter Farmers and Honorary State Farmers within the community. This program is effective in all size chapters. The program promotes the student, their accomplishments and their work. Copies made of the composite are good to give to parents at the chapter banquet. Other people who might be sent a copy are school board members, the superintendent, local agriculture businesses and the alumni. The cost can be limited by using the talents of a student or the advisor with the photography. The lettering may be done by a student with neat handwriting. The primary costs are the film and developing. This project helps the alumni in their recruitment. The original composite is attractive to hang with each subsequent year's composite in the agriculture department or along side the school's athletic awards. The individual photos may be used for other publicity purposes. The composite may be used in the school's annual or on the FFA calendar.

IDEA: The Freshman Grab-Bag

Submitted by: David E. Reese
Mt. Vernon High School
700 Harriet
Mt. Vernon, IN 47620

Description:

Summer vocational agribusiness programs can be as busy a "season" as the regular teaching year. Home visitation, on-site instruction, and professional and FFA activities are essentially the strong points of a quality summer program. The idea presented in this article can be used by agribusiness teachers to promote the SOE program and to simplify their efforts within their own summer program as well.

The State FFA Convention, State FFA and 4-H Judging Contests, inventory, test plot work, teachers' workshop and vacations all are scheduled in the month of June in Indiana. Also, State FFA Orientation Camp registration for incoming freshmen ends in early July. Therefore, an agribusiness teacher must have a quick and easy way of advertising the FFA camp and SOE program to the incoming freshman student and his parents on an individual, at-home basis during June. With a growing program in numbers and an expanding program in offerings, new and active enrollment is a must. The freshman grab-bag is the answer!

Visiting the freshman is made less complicated and more timely by discussing the items in the grab-bag with each student and his parents. The grab-bag is then left with the student and his parents for further study at their leisure. The freshman grab-bag can be put together for a minimal cost per student, yet it holds a wealth of information.

The grab-bag provides the advisor with a hands-on tool for the student and parents to study. Using the grab-bag shortens visitation time and allows the advisor to introduce FFA camp in a more comfortable manner. Of course, all states may not have FFA camp for freshmen or the numerous other activities that Indiana FFA has in June. Without a doubt though, all states do have a SOE program that requires on-site instruction. Freshman home visits are made to explain FFA activities and the vocational agribusiness program, discuss future plans of the student in terms of his SOE program and strengthen the bond between teacher, student and parents.

The teacher can survey the home situation and make the suggestions for an appropriate SOE program based on the observations. Discussion is generated on how the SOE program can be used in completion of proficiency awards and advanced degrees. The parents and student are also told the grading procedure of the record books and the percentage of the nine-week grade the record books represent.

One main problem can occur with this initial visit. A student gets to know their

instructor on an informal basis first, and then later on a formal basis in the classroom, possibly making it hard to adjust for discipline purposes. However, a vocational agribusiness teacher can use this handy idea, the freshman grab-bag, to be more efficient in his summer program and in stimulating the freshman enrolled in an agribusiness career and the FFA through the SOE Program. The following table summarizes what the grab-bag includes, what the individual items purpose is, where it can be obtained and its price:

Item	Purpose	Obtained	Price
1. Mt. Vernon FFA Pencil	Used to write down information with	National FFA Supply Service	$.08
2. Looking for a Future	Stimulates career thinking	Purdue University	Free
3. Incoming Freshmen List	Lets know who class mates are	Guidance counselor	——
4. Membership List	Lets know who is in organization already	Program of Activities	——
5. Calendar of Events	Lists the club activities	Program of Activities	——
6. Camp Brochure (advisor keeps)	Promotes discussion of camp	Indiana FFA Assoc.	Free
7. What is FFA?	Explains about the FFA	National FFA Supply Service	$.08
8. Envelope Stuffer	Explains about Vo-Ag and the FFA	National FFA Supply Service	$.02
9. Bumper Sticker	Publicizes the FFA	National FFA Supply Service	$.18
10. Trashbag	Holds materials now and trash later	National FFA Supply Service	$.06

IDEA: SOE Program Tour

Submitted by: H. Leon Snyder
7715 St. Rt. 257
Prospect, OH 43342

Description:

The SOE program tour is set up on a school day early in the school year. The students involved include all first and second year students. Advanced students and alumni are also involved by showing and explaining their SOE programs.

All day is required to be effective and to give a total spectrum of agricultural SOE program possibilities.

The major benefactors of this program are the beginning students. It helps the student get ideas of what others with similiar opportunities have accomplished. It is also a good reinforcement for the second year student who, if they have done well, may also be included in the project tour. It also gives advanced students and alumni a "pat on the back" if their SOE program is chosen to visit.

It reinforces the need to meet a set of expected goals set for individual needs under similiar circumstances. "If Joe did this and he has less to work with than I have, why can't I do this well also?"

Arranging for transportation in some cases may be a problem. Making a planned schedule and keeping to it is very important.

One of the first steps is getting permission from the school for the released time. Then sit down and make a list of all the really good current and past SOE programs. Visit beforehand and cover what you want to accomplish at this stop. You should have records available. Student should explain how they got started and how they have progressed to this point. Point out proficiency awards won by these students as well as degree progress. Agribusinesses are also a good place to visit for an added insight to career exploration. Arrangements must be made for bus transportation. Lunch should be planned so that it does not cause a lot of wasted time. Fastfoods are good if handy, but call ahead. Packing lunch may be easier. Prepare students before tour to ask some questions. Follow-up with thank you notes to people visited.

IDEA: SOE Program Promotion and Evaluation

Submitted by: Robert C. Moseley
Rt. 1 Box 31
Patton, MO 63662

Description:

We do two or three things which help promote and develop student SOE programs. Pictures are taken of students and their programs during SOE program visits and these pictures along with an article about the student is published each week in the local newspaper. Those articles are then placed in our chapter scrapbook.

The SOE program and record book are in combination, one-fifth of the grade for my students. Record books are graded the first day of the month. Therefore, at least two grades usually show up for each student under this area as a part of their total grade. It encourages students to enlarge their SOE program to be like someone else who is getting the recognition through the news articles and our

banquet. The biggest pitfall is keeping students busy after their record book has been graded and answering several students' questions at the same time in a one teacher department.

Also beginning this year, we will present a slide show of the SOE programs of most of our members at our parent's night which will be our formal initiation of Greenhands and Chapter Farmers. This was rather simple to do also. We took slides of SOE programs while on farm visits and put the slides together to form our own "Stars over America" program. I guess we could call it "Stars over Meadow Heights" because each one of them are
"stars" and this hopefully will encourage the Greenhands and their parents to take the SOE program seriously.

We are generally talking about SOE programs during classes and this encourages the student to have a better program.

The school administration is behind each student to have some type of SOE program and seem delighted when students succeed in degree advancement and awards.

The entire program encourages an ownership experience but some of the students are on varied placement experiences as well. The students are in a traditional, one teacher high school setting. Some of the students are special needs students which usually require more help both from the instructor as well as other students.

The program has been rather easy to implement. When I came a year and a half ago, the SOE program was very weak and almost non-existent. With the newspaper articles and lots of encouragement to younger members the total SOE program outlook has completely changed. We simply try to brag on every student and every SOE program regardless of how insignificant it may seem. As a result pride of ownership has arrived on the scene and is spreading.

IDEA: Tour of Chapter Members' Supervised Occupational Experience Programs

Submitted by:
Charles Gerald Moore
Ag Teacher
Dorman High School
1491 Ezell Blvd.
Spartanburg, SC 29301

Description:

Our chapter conducted a tour of five members' farms who had outstanding SOE program. The tour was conducted in May of this year and consisted of 64 students visiting the locations of several good, interesting programs including a rabbit

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breeding farm, a dairy farm (where a student had been placed in a placement program), a goat farm and a horse farm.

This tour was most effective in giving some of the students that had a weak livestock program some ideas for improvement. It was also a point of great interest to the suburban students that don't have a production program.

The strength was that the tour provided other students with ideas on how to conduct a similar program on their own farms. It also helped provide some recognition for the students that did a good job in their SOE program.

The greatest weakness that we found was in the actual scheduling, meal preparation and transportation for the students on the tour. Also, next year the tour will be varied so that the students can have more time at each location.

IDEA: SOE Program Potluck Picnic Dinner

Submitted by: John McCracken
4301 Lake Haven Blvd.
Sebring, FL 33870

Description:

The FFA chapter holds a potluck dinner within the first three weeks after school starts to involve the parents in helping the students in their SOE programs, leadership activities, judging teams, educational programs and kick off the new year.

Type of Student:
Can be used with any type of vocational agriculture student.

Program Strengths:
1. Involve the parents in student learning.
2. The program helps a great deal in an area of urban students where FFA has not been that strong in the past.
3. Helps set up parent support organization.
4. Advisors can meet all parents early.
5. Get students and parents involved in selecting a SOE program.

Potential Shortcomings:
Not all students and parents attend.

IDEA: SOE Program Promotion - Scrapbook

Submitted by: Shirley Thomas
Monument Valley High School
P.O. Box 337
Kayenta, AZ 86033

Description:

To help students think of ideas for creating and improving their SOE programs, photos are taken of each member's SOE program. Photos are then put in a section of the FFA Scrapbook. The scrapbook is shown to the school board, administrators and advisory committee for public relations.

This program assures that each member has photos of his/her SOE program. Ideas are shared and improvements made. This is most effective with the new students who need ideas for their own programs.

IDEA: Increasing Community Awareness of SOE Programs

Submitted by: Steve Wilder
Meridian High School
1900 West Pine Street
Meridian, ID 83642

Description:

This idea can be implemented by first preparing and following to completion a well thought out record keeping unit.

The idea is to compile the final summary page of each student's personal record book. List all monies spent or invested by each student for their SOE program in their community.

Summarize all the data into an article with the information to be submitted to local newspapers, displayed during FFA programs, or included in FFA chapter publications.

This idea provides SOE program awareness to the entire community. It projects a good image which may result in increasing enrollment in the vocational agriculture program. This idea should increase the job opportunities for students and will aid in developing and maintaining administrative support.

It is imperative that an accurate record keeping program is being used.

IDEA: Local Proficiency Award

Submitted by: Elvin Anderson
Rugby High School
1123 South Main
Rugby, ND 58368

Description:

The Rugby FFA Chapter seeks local business sponsors to provide added recognition to all chapter proficiency award winners. The cost to the sponsor is $35 which is used to provide a plaque and a cash award. The local proficiency award ceremony is held at the Annual Parent/Member Banquet and each local sponsor is invited to attend and present the award.

TEACHER/STUDENT AIDS FOR SOE PROGRAMS

IDEA: SOE Program Notebook

Submitted by: Guillermo Zamudio
Santa Cruz Valley Union High School
P.O. Box 848
Eloy, AZ 85231

Description:

I have found that utilizing a notebook to explain the vocational agriculture program and the SOE program to first-year students prior to enrolling in vocational agriculture is a very effective tool for assuring that every student has an SOE program.

It is important to include real pictures in this notebook of students from the chapter involved with SOE programs and pictures of contests where skills are put to use. Pictures of older students who are involved can help the young, first-year students decide whether agriculture is for them.

The notebook, of course, stresses the SOE program as an essential requirement of vocational agriculture.

It is of utmost importance to visit every student who will be enrolling in vocational agriculture and even those who are interested. At our chapter, chapter officers visit the feeder schools and explain vocational agriculture, SOE program and the FFA to eighth-grade students. A survey interest form is used to help identify those students who have an interest in vocational agriculture. The forms are filled out, given to the eighth-grade teacher who then gives them to the vocational agriculture teacher. By the use of this form, I can contact and visit every potential vocational agriculture student, and this is where the notebook becomes a helpful tool.

IDEA: Teacher's SOE Program Organizer

Submitted by: Yvonne Chenette
Rockville High School VoAg
Loveland Hill
Vernon, CT 06066

Description:

The SOE Program Organizer is designed to help the vocational agriculture instructor coordinate and better use information on his/her students in reference to their programs, teacher visits, telephone numbers, addresses, grades and career goals. Basically, the organizer is a notebook separated into four sections which categorizes SOE program information that a vocational agriculture instructor uses during the year.

The first section is simply a list of students in vocational agriculture (see Example 1). If there are two or more teachers in the center, the list should also indicate their main SOE program advisor.

A supervised occupational experience visitation record for the year compiles the second section (see Example 2). This form leaves room for the name of the student, their year in vocational agriculture and the dates they have been visited during the year. This form works well in getting a quick look at student's visits throughout the year. I usually take five of these sheets and separately list freshmen, sophomores, juniors and seniors. I include a fifth sheet and title it other students.

Students are listed by towns in the third section along with their telephone numbers (see Example 3). This enables me to look at any one town we serve, and make visits to all the students in that area as possible. This helps to keep travel expense down. The telephone numbers are just a convenient way to help me cut time in calling if I need to before visiting.

The fourth and last section is the visitation records, and they are broken down into five sub-sections: freshmen, sophomores, juniors, seniors and other students. Each student is listed alphabetically by their year in vocational agriculture and in the same order as in the section, summary of the year's visits. Using a sheet of notebook paper, I have the students fill out the information I need from them. The information includes their name, address, telephone number, their school section, guidance counselor and their career goals (see Example 4). Once this has been done, the following year I update my book by just having the freshmen fill out the notebook page. In addition, I have the freshmen turn over this sheet and make a map to their house from the school.

At the Rockville Vocational Agriculture Center visitation sheets are filled out on the students we have visited and a copy of this sheet is placed in front of the information sheet (see Example 5). If for some reason I wish to check on what I have suggested or instructed in a previous visit all I have to do is check the sheets. These forms can be used for placement, production and followup visits or any other important events that contribute to the student's growth in vocational agriculture. The visitation forms are designed to make a carbon copy and have notebook holes punched in them so that your student and you both keep a copy.

In the back of the student's information sheet I keep other information (see Example 6) such as their SOE program grade sheets and any letters or forms I filled out concerning that student's SOE program.

The Teacher's SOE Program Organizer is an easy way to find information on your vocational agriculture students. All pages are punched and in a ring notebook form so information can be added or subtracted as necessary. The notebook form also allows you to carry it in the car for reference when out visiting. Each teacher can modify it to meet their own needs and state reports on SOE programs. It is very flexible and is a documented record of how a vocational agriculture instructor spends part of their time for school administrators to view.

See Appendix J

IDEA: FFA Record Book Score Sheet

Submitted by: Randy Thies
Vocational Agriculture Instructor
Huron, SD 57350

Description:

The goal of the record book score sheet is to give both credit to the students for keeping records, and to give the students a guide to follow for keeping their record book current.

The score sheet is designed so that the instructor can score students individually. Each score sheet has a place for the instructor to indicate the points that are possible for the student and to give the student's score. There is a place for the instructor to tell the student which areas are in need of completion.

An additional "Daily Record Sheet" is also (or can be) scored, giving credit to those students who daily keep track of their agriculture activities. The "Daily Record" also allows students with small projects or lapses between projects to keep records of daily activities around the home. For students just beginning to learn about record keeping it provides them with a semi-diary of daily events which are transferable to their record books under the various catagories such as "Improvement Projects, Supplementary Projects, or eventually, Approved Projects."

By using different colored pens when checking the record books it may be possible to keep track of where the student has added entries or needs to fill in entries. Also dating the record books works well with these sheets. The teacher can give the sheets back to the students to be placed in their record books and can then use the sheets as guides to previous grading when record books are checked again.

The score sheet is similar to one used when student teaching with points that seem to work well with my checking. The "Daily Record Sheet" is similar to the other work sheets.

See Appendix H

IDEA: SOE Program Microcomputers on the Farm

Submitted by: Mark Zidon
Fessenden High School
Fessenden, ND 58438

Description:

Microcomputers have been a tremendous tool for our program when teaching, record keeping, and management on farm visits.

We wrote a program to put student production records on the Apple II computer. During the summer program I pack the computer in the box we built and head to the student's farm. This has been a great tool on these visits.

The benefits of doing this go beyond simply using the computer to keep records. First, it provides a point to work from. If you had a difficult time talking to the student or didn't know where to start, using the computer helps a great deal.

Secondly, it provides an excellent time to discuss the student's project as he is making entries on the computer. By the time you are through you may have discussed each entry of the student's record book. You should be very involved in the project at this time.

Using the computer is interesting for the student and promotes improved record keeping. Yet, the most rewarding aspect of this is that it usually draws Dad's and Mom's attention because it is so interesting.

I have found that to set up on the kitchen table usually draws the whole family around and is an excellent time to discuss the student's project with the parents.

IDEA: SOE Program Visit Diary

Submitted by:
John Gibbs
Vocational Agriculture Instructor
North Crawfod High School
Box 68
Gays Mills, WI 54631

Description:

A couple of years ago, I acquired an FFA Officers Notebook from the FFA Supply Service. This is the 5-½ by 8-½ inch size, alphabetically indexed, and contains either lined or plain paper.

This book has become very important to me as I visit students' farming programs. It has helped me to keep up with the 80-plus students that I work with. What I do is jot notes to myself after each visit about observations I've made, suggestions given to students, and pertinent facts to do with the student's progress towards their goals. I always refer back to the book before I visit a student, and it helps to refresh my mind about their situation. I also include some FFA activities that students participate in such as judging contests, field trips, field days, etc.

Keeping this book takes some time but it has helped me alot. I find that I'm going on visits more often and being more effective on the farm. This is a good documentation of my supervision if needed.

I'm enclosing a sample copy of a student page from my book to give you a better idea of how it works.

See Appendix G

IDEA: Practice Record Keeping for SOE Program

Submitted by: Donald D. Onesti
Route 1 Box 46
Tigerton, WI 54486

Description:

The type of SOE program best served by this practice problem are the ownership experience farm students, although the agribusiness student can also benefit from it.

This practice problem is part of the classwork on record keeping for an SOE program. The student fills out a record using the information and completes the farming program, which is one year long.

I use the French-Bray Vocational Agriculture Record Book for Agricultural Production. This unit is part of the freshman vocational agriculture course work. (Record books, student problems and record book keys are also available from the National FFA Supply Service.)

The student will have this practice record book as a guide on making entries in his record book for his projects after the course work is done.

The best record book for FFA members is awarded a watch at the FFA banquet and is sponsored by a local business. Record books are graded monthly during the school year and are checked at least twice during the summer months.

I have been doing this for 20 years and plan to continue.

See Appendix F

IDEA: SOE Program Made a Part of the Vocational Agriculture Grade

Submitted by: Glenn Zimmerly
Orrville High School
841 N. Ella Street
Orrville, OH

Description::

A vocational agriculture grade sheet was developed at Orrville High School in Ohio about 15 years ago. There was a need to have a standardized grading system that gave credit to students with a good SOE program, outstanding FFA work, and neat, complete, well-organized notebooks. With this in mind the vocational agriculture grade sheet was developed by the writer. It was changed several times until it evolved into its present form. The grade sheet is completed by each student at the end of each six-week grading period. It requires 30-45 minutes for the average student to grade a notebook and fill out the grade sheet.

The vocational agriculture grade sheet is designed for production agriculture. At the present time it is being used for a freshman and sophomore program at Orrville. This is a situation where all juniors and seniors in vocational agriculture attend an area JVS. Approximately half of the students come from farms and the remainder live in town.

The vocational agriculture grade sheet has been effective in making the "why" of the grade the student has received very vivid in his mind. An outstanding SOE program is rewarded not only in dollars but also on the grade sheet and the transcript to follow.

To implement the use of the grade sheet, the teacher needs to decide what areas to include. Then a decision needs to be made as to the percentage of the final grade each area will count. The grade sheet should be discussed with the students at the beginning of the grading period so they are fully aware of what they will be graded on. The hoped for result will be an increased awareness of the SOE program and its importance in the total vocational agriculture picture.

See Appendix E

IDEA: Parent/Student Handbook

Submitted by: H. Leon Snyder
7715 St. Rt. 257
Prospect, OH 43342

Description:

In an effort to better explain the vocational agriculture program and the concept of SOE programs to new students and parents, I developed a Parent/ Student Handbook. It is broken down into a step-by-step explanation of what SOE programs are and why they are important. It also gives easy to follow examples of a beginning student's SOE programs and how they may grow into a chosen career area.

Type of Student: It is beneficial to all students. It is most beneficial to students and parents who never had prior contact with the vocational program, or who have been out of touch for a number of years and still believe it is the same as pre-mid 1960's. It sometimes takes longer to explain the changes than to explain the program anew.

Strengths: The strengths are numerous. This handbook can be sent home with the student after covering it in class. Parents can read over the program and discuss it with their son/daughter at their convenience. A follow-up and planning session can then be made by teachers and a much more meaningful discussion can be held. The handbook can be referred to at anytime during a student's high school career. It contains planning sheets and goals that should be checked each year for progress.

IDEA: SOE Program Organizer

Submitted by: Barry Eidson
RR 1
Plainville, IL 62365

Description::

Being a beginning teacher, time management seems so very important. My SOE Program Organizer has saved me considerable time and made keeping records so much easier.

The contents are simple; one 3-ring notebook divided into the following:

1. Student Directory
2. Yearly Calendar
3. Milage Report
4. Telephone Calls
5. Student SOE Program Evaluations
6. Yearly Evaluation
7. Loose Leaf Paper

The student directory has the entire addresses, phone numbers and SOE programs of each student. This helps me when I call for visitation scheduling or reminding students when their visit is.

The yearly calendar also aids in scheduling. Each month has an entire page of the square calendar type. All activities of the FFA, school, fairs, etc. are put on this to eliminate scheduling conflicts.

Section 3 of the SOE Program Organizer is my mileage report turned in for reimbursement from the school. I always write the student's name and type of SOE program, so the principal can see who I visited that month. Two copies are made so I have one too.

The telephone report is a security item if contract shortening is threatened. I keep track of name and time of phone calls about SOE programs, both calls made to me and calls I make. This will help me show how much time I use the telephone.

The student SOE program evaluation section is a concise write up of the SOE program after the visitation. This same evaluation is put in the student's record book and dated.

The yearly evaluation consists of an outlay of time spent with each student, total miles traveled, and general comments about the student and SOE program. I do my evaluation at the end of the school year and a copy is given to the principal.

The loose leaf paper is for jotting down notes and messages.

This notebook has been a good idea that has really helped me and is simple enough that anyone could alter it for their own needs. I have found already that

the 3-ring style makes for easy changes and additions. I keep it on the desk by my home phone, so it is in a handy and logical place. Most of all, my SOE Program Organizer allows me to keep efficient records of my students' SOE programs.

IDEA: SOE Program Bulletin Board

Submitted by: Gaylen Smyer
Route 1
Declo, ID 83323

Description:

I take pictures during my on-site instructional visits. These are placed on a bulletin board in the vocational agriculture classroom at random. This accomplishes three things:

1. Stimulates students to improve and expand their SOE programs.
2. Offers other students ideas of what they may be able to do with their SOE programs (sharing experiences broadens their horizons).
3. When Star Greenhands and Chapter Farmers are selected, the other students can relate to their SOE programs.

This idea places importance on SOE programs as part of vocational agriculture; allows student awareness of possible SOE programs; is a way to recognize and motivate students; can use some photos in scrapbook or in publicizing SOE programs; is an excellent activity for a committee in the FFA chapter.

There is a small expense involved and it requires a camera with the instructor on all on-site instruction.

IDEA: Supervised Occupational Experience Program Notebook

Submitted by: John C. Hobert
Vocational Agriculture Instructor
Cannon Falls Senior High School
Cannon Falls, MN 55009

Description::

Development: As a young instructor of vocational agriculture, I many times wondered if I was doing the correct things when making a farm/home visitation relative to supervised occupational experience programs, our local vocational agriculture department and our FFA Chapters. With the close scrutiny of the

instructor's time by many administrators today, I felt I needed to develop a scheme to address all areas of our local program when I made farm/home visits. I recognized the importance of having a format to follow to impress both parents and students about our local program. I revised my approach several times before reaching my current format which I have used for the past several years.

Objectives:

1. Acquaint new students to the Cannon Falls Vocational Agriculture Program.
2. Acquaint parents of new students to the Cannon Falls Vocational Agriculture Program.
3. Acquaint students and parents to the Cannon Falls FFA Chapter and its many functions throughout a given school year.
4. Collect FFA dues and order FFA materials from the supply service.
5. Explain the SOE requirements to students and parents and get a commitment on this area of the program for the next school year.
6. Develop a good public relations system between the school and farm/home.
7. Explain the courses offered in vocational agriculture at Cannon Falls Senior High School.
8. Answer questions on the program which may be apparent.
9. Followup student progress in vocational agriculture classes with parents and students present.
10. Followup student SOE programs and records over the summer periods.

Visitation Format:

1. Complete Data Sheet on student and discuss areas with him or her in the presence of his or her parents.
2. Explain SOE program requirements of all vocational agriculture classes at Cannon Falls Senior High School.
   a. SOE programs required of all students enrolled in vocational agriculture classes.
   b. Records must be kept on project throughout the year to be graded each nine week period in school.
   c. Award incentives related to these SOE programs.
   d. Project and record value in vocational agriculture classes explained.
   e. Discuss possible SOE programs which students may have.
   f. Option for students with no capability to have projects such as described.

3. Student classwork requirements—show course outline schedule.
   a. All students required to take notes in class.
   b. All students required to keep a three-ring notebook in each class enrolled in.
   c. Discuss scoring means for notebooks.
   d. All classes utilize class presentations where it is very possible to take notes and maintain them in a logical order for future study or reference.
   e. Classroom conduct discussion.
   f. Testing procedure discussion.
   g. Extra-credit policy in vocational agriculture.
   h. Daily work discussion pertaining to the overall grade in vocational agriculture.
   i. Stop and answer questions or remarks brought up thus far.
4. Independent study classwork may be arranged for students unable to enroll in regular classes.
5. FFA membership is strongly encouraged.
   a. Chapter background information.
   b. Discussion of dues and where they go.
   c. Discussion of Chapter contest activities.
   d. Discussion of goals of Chapter.
   e. Discuss that all members share the responsibilities of our Chapter.
   f. Discuss current roster and note student on the roster.
   g. Discuss Activity Plan for the current school year in depth and where the student may or will fit in.
   h. Point out the values of FFA membership.
6. Collect FFA dues.
   a. Point out supply service catalog and order jackets, etc.
   b. Discuss Future Farmer Magazine.
   c. Discuss record books with students.
   d. Program of Activities discussed with students.
7. Discussion of instructors impressions of students in class and their involvement.
8. Hand out and discuss summer newsletters to students.
9. Point out important dates to students prevalent to them.
10. Point out and view student SOE programs and discuss them with the student.
11. Discuss showing at local fairs during the summer period.
12. Final question and answer period.
13. Tell student and parents of your interest in their child and your hope to work with him or her.

Conclusions: The format described in this contest application has performed

admirably for me for many years and provides a guide for the beginning instructor. People have been impressed with my presentation of our local program and learn the vocational agriculture department is for real; an area of the school system where things are happening daily. I hope you will consider my contest application and ideas relative to SOE program visitations.

IDEA: Use of Photography to Promote SOE Programs

Submitted by:
Mr. Kailan Dunn
Vocational Agriculture Teacher
Naches Valley High School
7079 Kellowry Road
Naches, WA 98937

Description:

Several years ago I came up with an idea which really helped the SOE programs in my vocational agricultural program.

I normally have the students stay after school and catch a ride home with me. That way I know where they live if its my first visit to their home. Normally two or three students are visited each night as its difficult to visit 140 students with one visit per night.

Each time I make a home visit I take my 35 mm camera and get a couple of slide pictures of the student's project and himself working with that project. Each student knows I will be taking a picture when I come, so it gives them an incentive to have something ready for me to see and be photographed. Using these slides at our parent member banquet each student is asked to get up and describe his project in front of the members and parents in attendance. For doing this they do not have to take a final exam at the end of the school year. Those that didn't come and participate take the final exam. This does three things. It encourages better SOE programs, better attendance at our awards banquet, and at the same time prepares better public speakers among our members. I've also found we can use these old slides to show young incoming members what they can do for an SOE program and to promote our program with different civic groups in the community. We have been able to generate eight community scholarships for vocational agriculture students through this type of promotional work.

To go along with this I use a Poloroid camera to take pictures of things that will make good shop projects. I also take measurements of these projects when making home project visits. In addition, each time a student builds a shop project he must submit a drawing along with a bill of materials used on a 5" x 8" card. Each project and the student builder is photographed with a Poloroid camera and these pictures along with the plans are put in a clear acetate folder and put in a notebook which the other students are free to look at any time. I find other students use this to get ideas for building shop projects. This project has really helped our project production in the shop area.

IDEA: Sample SOE Program Record Book for Bulletin Board Use

Submitted by: Lou Burleson
P.O. Box 117
Benson, AZ 85602

Description:

I use a sample record book which has been separated page by page and pasted to poster board to help students keep their SOE program records up-to-date and properly utilized. Each page has an example of the type of information and data that the student should keep on that page. This helps the student should he or she become confused as to where certain information should be recorded in the record book. Since the pages are pasted on poster board, the sample record book can be placed on a bulletin board or wall in the classroom for any period of time the teacher deems necessary, from just a few weeks to a full year. All students in vocational agriculture who have production enterprises benefit from this. It places the record book in front of the student each time he or she enters the classroom, thereby acting as a reminder to keep his or her own record book up-to-date and accurate. The only problem that a teacher may have with this practice is finding room for the poster boards needed to place all the pages of the record book on. All the teacher needs to do is fill out each page of two French-Bray record books (or any other record book) of a fictitious student, carefully remove the pages from the books, paste them in sequence on poster board, frame the pages with a marking pen if so desired, and place on the bulletin board.

IDEA: SOE Program Information System

Submitted by: Jim Summers
65 South 200 East
Preston, ID 83263

Description:

Each year at the beginning of school I have all students complete a student information card. It includes information such as name, father's name, social security number, address, phone, classroom, SOE program, shop interests.

I put this information on a computer diskette for future access. Periodically I use

this information for state reports, making phone calls, mailings, etc. I save the cards and carry them with me when I make supervisory visits.

This idea saves me many hours during the school year and it can be easily updated. It converts to follow-up data when a student graduates. I can tabulate types of SOE programs and other data.

IDEA: SOE Program Completion Certificate

Submitted by:
Stan Uchiyama
Vocational Agriculture Department
North Salinas High School
55 Kip Drive
Salinas, CA 93906

Description:

FFA Achievement Award Certificates (free from National FFA Supply Service) are adapted and used to present to students upon successful completion of their SOE program. The name of the SOE program and time period are placed on the certificate. The definition of "successful SOE program" and completion standards are left open to each teacher. It is an ideal motivation source for the low or slow achieving student. SOE program recognition does serve to increase the percent of SOE program involvement.

IDEA: SOE Program Development List

Submitted by:
Dean Langley
3185 N. Black Cat Road
Meridian, ID 83642

Description:

A list is prepared each year by a special student committee with the assistance of the vocational agriculture instructor listing the students that have a particular type of SOE program (i.e., beef, sheep, dairy, small animal, crops, etc.).

This list is then duplicated for all vocational agriculture students to use as a reference for help, information, and identification of programs. (Example: more experienced animal showmen may share livestock skills with younger members.)

This idea works well with all vocational agriculture students.

This idea facilitates students helping each other with their SOE programs. It requires some effort to coordinate and complete.

IDEA: Teacher SOE Program Supervision Record-Ownership Projects

Submitted by:
Stan Uchiyama
Vocational Agriculture Department
North Salinas High School
55 Kip Drive
Salinas, CA 93906

Description:

Teacher-kept records on each ownership SOE program are used to monitor SOE program progress and provide a means of SOE program evaluation. It's very effective in multi-teacher programs, avoids supervision confusion problems and serves as a good documentation to project supervision. Records can be filed and used for future references, conferences, etc. The form is easy to use on all SOE program types and allows quick reference to each SOE program in our program. Best of all, it requires the teacher and student to evaluate the SOE program after it has been completed. Teacher records of SOE program supervision are a must.

See Appendix B

IDEA: What's an SOE Program? A Guide to SOE Programs

Submitted by:
Stan Uchiyama
Vocational Agriculture Department
North Salinas High School
55 Kip Drive
Salinas, CA 93906

Description:

Our local chapter uses a guide to explain what and how an SOE program is operated in our chapter. Information mainly covers ownership-type projects and can be easily used with new and/or the traditional high school students. The advantage of the SOE Program Guide is that it explains all the basic needs of a market livestock SOE program, etc. The guide does need further expansion into other SOE program areas and its contents are limited to our local program. A budget is also used to help show the student's and parent's financial needs and income. The guide can be easily adapted or used as a supplement to classroom or individual student use.

IDEA: SOE Program Supervision With a Portable Microcomputer

Submitted by: Milt Osgood
P.O. Box 116
Middleton, ID 83644

Description:

When I make my SOE program visits the first of the year, I take my Osborne I portable computer with me. After checking the SOE program, we set the computer up in the student's house and work out financial statements, budgets, cash flows, etc., for the student's SOE program. If at all possible, the entire family is encouraged to be present.

This has been effective with all types of students, primarily because of the current interest in computers.

This idea has resulted in the entire family (especially the student) becoming very interested in learning how management affects their program. The computer assists in getting attention, and also makes it possible to do some very effective instruction in that family.

STIMULATING INDIVIDUAL STUDENT INTEREST

IDEA: Supervised Occupational Experience Program Visit Made to the Vocational Agriculture Students Farm or Place of Employment During the Months of June, July and August and During the School Year

Submitted by: Dewayne Siebrasse
Vocational Agriculture Instructor
Flandreau Public Schools
600 1st Avenue West
Flandreau, SD 57028

Description:

1. I take a color picture and a color slide of each student's SOE program. The slides are then shown at the fall FFA Parent and Member Banquet and narrated by the vocational agriculture instructor who made the visit. The project is also evaluated and comments made on progress and suggestions made for improvement. I try to accomplish an educational learning area during each visit. Pictures are used for FFA award applications and put in the FFA Scrapbook. Film and film developing are a part of the vocational agriculture budget each year.
2. I sit down with the student and parents and assist the student in updating his or her SOE program record book and answer any questions that the student or parents have about the SOE program record book.
3. I discuss with the students and parents the possibility of showing his or her SOE program livestock and dairy cattle in the following shows: District VII FFA Livestock and Dairy Cattle Show, Sioux Empire Fair FFA Livestock Show and State Fair FFA Livestock Show.

   I give each interested student the entry form to sign and certify for the shows.
4. I assist the student in measuring the acreage of his or her Quaker Oats Company Oats Growing Program and Golden Harvest Corn growing program and in completing the entry form.
5. Discuss the upcoming year's vocational agriculture curriculum with the student and parents so that they know what subject material will be taught in vocational agriculture class during the coming school year.
6. Answer any questions that the students or parents might have about the vocational agriculture program.
7. Discuss the progress of the vocational agriculture test plot which the student is involved in during the school year.

8. Inform the parents and students about the following programs that the student can participate in:
   a. Junior Livestock Loan Program with South Dakota Department of Agriculture.
   b. FFA Sheep and Swine Loan Program.
   c. FFA Ag Mechanics Projects exhibits at the State Fair.
   d. Judging contests to attend in the summer.
   e. Camps and leadership workshops that the student can attend.
   f. Summer meeting dates and Annual FFA Family Picnic.

9. I also visit all incoming freshmen and their parents to discuss the vocational agriculture curriculum with the student and parents. I inform the student that he or she is eligible to show their SOE program livestock and dairy cattle in FFA Shows in the summer. This visit also welcomes the student and parents to the vocational agriculture program and FFA Chapter for the next four years. This is a very important contact and develops a good student, parent and vocational agriculture instructor relationship for the next four to seven years that the student is a FFA member.

10. If the student is employed in an agribusiness, the above things are accomplished with the employer, student and instructor. Then an SOE program visit is also made to the student's home to visit with the parents and student when the student is not working.

IDEA: Earned Credit

Submitted by: Tim Tankersley
Deer Valley High School
18424 North 51st Avenue
Glendale, AZ 85308

Description:

My idea is to give school credit to all students who carry on successful SOE programs in the vocational agriculture program. This idea should stimulate both interest and responsibility in the students. The SOE program is the best learning tool that we have as teachers. It teaches students to learn and use the knowledge that is presented to them in the classroom.

The strengths of this idea are too numerous to mention in this short paper, so I will try to identify some of the major ones. First, it will reward the student who takes a serious attitude and successfully completes an SOE program. Secondly, it will stimulate students to have meaningful programs and to take care of them. Instead of hearing the freshman each year say, "Why do we have to have a project?", it would be nice to hear, "What kind of programs can I have?" The last and most important strength I will mention is that, as we set up the guidelines for receiving credit for the SOE program, we can start giving some direction to the entire program. Many of us have discussed whether a show project is a good SOE program, whether a student's SOE program should have to be related to his/her career goal, and many other important questions affecting the direction and the

importance of SOE programs in the future. If we give credit for SOE programs, we can develop a set of guidelines for them that will ensure that the student receives the maximum amount of education that this program offers, and earns school credit at the same time.
I think that with this program, we can upgrade the standards of our SOE programs and, at the same time make the idea more attractive and rewarding to our students.

IDEA: Proficiency Award Recognition

Submitted by: Larry Church
Route 1
Fruitland, ID 83619

Description:

One way to encourage more effective SOE programs is to place more emphasis on proficiency awards. I have a large picture frame which contains the picture of each state proficiency award winner from our FFA chapter. It is displayed where all members can see it.

This idea is usually more effective with the more highly motivated students involved with production or agribusiness SOE programs.

It also provides additional recognition for state proficiency award winners. It serves to provide motivation for underclassmen as they set goals for the future. It provides super public relations when individuals from the community visit your vocational agriculture classroom.

IDEA: Encouraging Growth for SOE Programs

Submitted by: Noel Podoll
Velva Vocational Agriculture Department
Velva, ND 58790

Description:

I have started making SOE program posters at the beginning of every year. I use the pictures that I take when I am visiting the students during the summer.

When the students come back to school they spend alot of time looking at the pictures and discussing the different projects. It encourages the younger members to get an earlier start on their projects, because they have seen some of the projects of the older students.

They like to see themselves and others in the pictures. They can also use these pictures for their record books and applications.

PLANNING QUALITY SOE PROGRAMS

IDEA: Cooperative Landscaping SOE Program

Submitted by: John Mulcahy
Peoria High School
P.O. Box 39
Peoria, AZ 85345

Description:

Each year locate one or two homeowners in the school district who would like their homes landscaped. Identify five to ten students with an interest in landscape installation. Have them form a cooperative for the purpose of landscaping the client's home.

Steps:

1. Identify the students.
2. Have students elect a "foreman" and "accountant".
3. Students should draw up a landscape design. Each should submit a design.
4. The group selects its choice of a landscape design.
5. Draw up a bill of materials.
6. Submit landscape design and bill of materials to homeowner for approval.
7. Revise as necessary.
8. Sell stock to group members in order to raise sufficient funds to cover materials.
9. The "accountant" should manage the funds.
10. Install the landscape.
11. Charge homeowner for labor and materials.
12. Distribute profits to group members in accordance with the number of stock shares purchased and the number of hours of labor submitted.

IDEA: Community Garden

Submitted by: Joseph P. Coffman
P.O. Box 427
Sultan, WA

Description:

Monroe High School is a suburban school with little opportunity for production

projects in horticulture. We try to bridge this gap with community gardens for our convalescent center.

The horticulture classes put in four identical gardens which are turned over to the convalescent center after school is out for the summer. During the spring, students plan and plant the gardens in conjunction with the center. All the elements of basic gardening are taught. In addition to this our students learn to work with older people while older people learn to appreciate younger people. Also, both groups get a better understanding of each other's problems.

The gardens are laid out in a square with pathways dividing them. Each garden is 50 X 60 feet. The paths are wide enough to allow wheelchair passage.

Students keep records on this project the same as any other SOE program.

The program is not without shortcomings. We need to do more pre-planning with the older people. Perhaps we will have to go to raised beds to make the work easier through less bending over. Weather in our area is a problem. Too much rain raises havoc with everyone.

In spite of the problems inherent in this type of endeavor, we feel that it serves not only as a valuable SOE program but also as an excellent public relations tool.

IDEA: Plant Parenthood

Submitted by: Joseph P. Coffman
P.O. Box 427
Sultan, WA 98294

Description:

Students in suburban areas often have very little opportunity to participate in, and receive the benefits of traditional supervised occupational experience programs. Monroe High School has overcome this obstacle through a Plant Parenthood Program. All horticulture students are required to learn, propogate, take home, raise and enjoy copies of all indoor plants normally grown in homes and the school greehouse. Goals are set, records kept, and project visits are made the same as in all other viable supervised occupational experience programs.

The success of this approach is directly related to the involvement of the student, parent and teacher. Through joint planning and guidance, the student is encouraged to not only develop the necessary work skills, but also social skills needed in cooperative efforts. In the process thinking is sharpened since success with plants is reflected in the student's grades.

The success of this program is based upon planning, communication, involvement and follow up. Without these four corners Plant Parenthood can be accidentally successful; when incorporated, Plant Parenthood's success is no accident.

IDEA: Long-Range SOE Program Planning

Submitted by: John M. Davis
Route 1, Box 96AA
Troy, ID 83871

Description:

At the beginning of the school year I ask the freshmen to write themselves a letter listing the goals they would like to accomplish in their SOE programs during their high school career. I usually have them expand their letter to include their FFA, athletics, and other goals. They place the letter in an envelope and seal it. The letter is addressed to themselves, then I place it in their personal file. Two weeks before graduation I mail the letter to the student. After the students receive their letters, they bring them to class and we discuss what they thought they would accomplish and what they actually accomplished. In most cases students exceed their goals.

This idea works most effectively with students completing 4 years of vocational agriculture.

Program strengths include getting students to give some thought to the future and, since no one sees their letter except themselves, they will dream a little.

IDEA: An SOE Program for Every Student

Submitted by: Larry Holmquist
Route 1, Box 388
Caldwell, ID 83605

Description:

Have you ever had students who were on the fence in getting an SOE program started?

I purchase 10 lambs before weigh-in day, put names of interested students down on a list, number each lamb and hold a drawing. The student agrees to pay for the lamb immediately or will receive 50% of the check when the lamb is sold at the fair.

This idea teaches about buying or leasing, and also motivates students.

This idea is designed for the new student interested in animal production for a SOE program.

The idea motivates students to get involved in a SOE program and the fair.

IDEA: FFA Cattle Corporation

Submitted by: Adrian FFA
Box 189
Adrian, TX 79001

Description:

Each fall at the beginning of the school year, Adrian vocational agriculture students form a cattle corporation. For each share in the corporation, a student must put in an escrow account approximately 30% of the money they will need to buy a 350-400# steer, medicine, ear tags, pasture and miscellaneous expenses for one year. This has been running about $100 per share. Each student is responsible for their share which they sign a loan note for $300 to $400 per share. Shares have been running around 1 to 12 shares per person. For voting we use the Co-op method of one person/one vote regardless of number of shares. However, profit or loss is figured on a percentage basis.

When the cattle arrive, we work them on a rotating basis—brand 5, ear tag 5, castrate 5, worm 5, etc. until each person has completed each job of implanting, ear tagging, grub control, taking temperature, vaccinating and giving antibiotics shots.

When the steers are moved to pasture each student is responsible in pairs for 3 days care at a time. This program gives students the opportunity to borrow money, establish credit, make decisions, understand markets and futures, improve record keeping, and involve more people with the vocational agriculture program. It is interesting and provides responsibility.

This program has been working very well for eight years. The community acceptance has been very good.

IDEA: SOE Program Petting Zoo

Submitted by: Cynthia L. Shaffer
Lower Dauphin Senior High School
Hummelstown, PA 17036

Description:

The Lower Dauphin FFA Chapter annually sets up a petting zoo for children at a local day care center, in the local mall and/or at school during an open house. The petting zoo consists of baby animals from students SOE programs. We generally use rabbits, baby pigs, a calf—either beef or dairy, a lamb and baby chicks.

All students who wish to put their animals on display may do so. We also ask the owner of the animals to stay with them to answer any questions. In past expriences, the most active members (officers and committee chairman) are not

the ones who volunteer to work the petting zoo, but rather I find that the student who is shy or not so active in the FFA is the first to volunteer for this duty.

The petting zoo program allows students to "show off" their SOE programs, meet people and talk informally about their programs. It also benefits the children for whom the zoo is set up. The smiles and newly acquired knowledge these youngsters acquire is very rewarding. My favorite job, as the teacher, is to stand back and take pictures of the petting zoo. I enjoy seeing students, especially those who are not normally active, share their knowledge of their SOE programs with others. Small children are not the only ones who learn; however, parents and school administrators especially at open houses find out more about the SOE program and more importantly, about the individual vocational agriculture students and their SOE programs.

No specific steps are needed to implement the program. You only need volunteers to bring in SOE programs, cages or halters to restrain the animals and an interested audience...the easiest ingredient where baby animals are involved.

IDEA: Incorporate a Workable SOE Program System into the Floriculture Program at George Stone Area Vocational Center

Submitted by: Susan W. Forte
George Stone Vocational Technical Center
Rt. 10, Box 530
Pensacola, FL 32506

Description:

The current emphasis on establishing and improving SOE programs for vocational agriculture students has presented me with a genuine challenge. Of foremost importance, this reemphasis has helped me realize that my students have never developed individual SOE programs. Like all vocational agriculture teachers, my program and my students have their own peculiarities and differences. It seemed that there was no place for SOE programs to fit in the curriculum. In essence, I have had to reevaluate my program and have found myself challenged with trying to develop a workable SOE program system that is tailored to fit my particular situation and serve my students' needs.

STEP I. Assess my particular situation.

1. Type of Student - Urban
2. Type of SOE Program - Directed Laboratory (with possible exceptions)
3. Age of Students - High School, 11 and 12 grades only mixed w/Post-secondary, 18 yrs. to over 60 yrs.

4. Daily Hrs. in Class - High School, 2.5 hours; Postsecondary, 5.0 hours
5. Program Content - Very Specific; deals strictly with greenhouse crops
6. Program Structure - Open-Entry/Open-Exit
7. Type of Instruction - Individualized (still in process of implementation)
8. Program Length - Variable; Different for every student due to age, ability and time differences
9. Leadership Background - Generally none of students
10. Land Laboratory Facilities - Two greenhouses

All of the above factors, differing abilities, varying classtimes, lack of space, individualized instruction, open-entry/open-exit, seemed like obstacles for SOE program development. Hence, Step II.

STEP II. Make the SOE program a part of the floriculture program completion requirement and each student's grade.

1. In order to complete the floriculture program and receive a completion certificate each student must individually grow the following three crops:
   a. Foliage Crop 2-3 months
   b. Bedding Plant Crop 2-3 months
   c. Potted Flowering Crop 2-3 months

TIME - depends on plant chosen and season of year.

Student performance, record keeping and crop success become the major part of a student's grade during this time. (In some instances, crops may be overlapped depending on the individual student and their progress in the classroom.)

STEP III. Space Utilization.

Due to lack of space, not every student can be conducting SOE programs at the same time. Therefore, the following guideline was established. A student is eligible to begin his/her SOE program only after completing chapters 1-13 and all the related skills, activities and experiments. One greenhouse has been changed into the "SOE Program Greenhouse" and in it all SOE programs are established and developed. Due to the open entry/open exit structure and the individualized instruction method, this is working out surprisingly well. Students are all working at different levels and are not ready to grow crops at the same time.

STEP IV. Prepare individualized growing guidelines for each type of crop, instructing students on: (1) necessary background material, (2) scheduling, (3) amount of plant material to grow and (4) record keeping.

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STEP V. Incorporate SOE programs into FFA student awards programs.

1. FFA proficiency applications.
2. Present special awards to outstanding SOE programs based on crop quality, record keeping and maintenance of growing area.

STRENGTHS

1. Hands on learning.
2. Motivational.
3. Good for urban students.
4. Actually end up with more plants and a wider variety of plants to sell.
5. Teaches record keeping.

SHORTCOMINGS

1. Students earn no actual income. The money generated from the sale of plants still goes into the school's internal accounts at this time. However, their projected profit is useful and is figured into their record keeping.
2. SOE program space can become crowded.
3. If space is limited, it works best with small enrollments.
4. SOE programs are not very long term.

IDEA: Rotary Home Lardscape Project

Submitted by: Sharon Thompson Buck
Lynnwood High School
3001 184th SW
Lynnwood, WA 98036

Description:

The Rotary Home Landscape Project is a Directed Laboratory SOE program for horticulture students in an urban/suburban setting. Both regular program students and mainstreamed handicapped students have been involved in the project over the past five years. The project is a cooperative effort between the Lynnwood Rotary and the Edmonds School District vocational classes including horticulture, carpentry, architectural design, interior design, real estate, and graphics.

Each year, the Rotary purchases a homesite within the boundaries of the school district. Each of the involved vocational programs is "subcontracted" to produce their portion of the finished home. Work is completed within the

school year, and the home is sold on the open market. The money is used to support charitable work and the next home project. Each vocational program is paid for its portion of the costs.

After initial consultation with the Rotary, the horticulture students begin the design phase. Landscape plans are individually drawn, and costs are worked out with the assistance of a landscape contractor, who is a member of the advisory committee. They are then presented to the Rotary for selection. One student's design is chosen and returned to the class with the modifications that the Rotary wants to see implemented.

Students then refigure the costs and locate the best selection of plants and building materials from local wholesalers. (The home site then becomes the SOE program for the students until the landscape is completed.) Working in crews with more experienced classmates acting as crew chiefs gives students the opportunity to work at a level commensurate with their skills. The diversity of work on the site allows a wide range of experiences. It also allows students to pursue individual interests within the scope of the work, and put individual research and ideas to work. Real life frustrations are faced by the crews as deadlines, weather, budget and last minute changes must be dealt with.

There is no substitute for the real enthusiasm, pride and honest work experience gained by students involved in this project. Students are excited as they point to the job they accomplished. Employers are enthused about hiring students who have had this on-the-job experience.

The project is well publicized in the community through the school district, Rotary and public sources. The open house has been featured as the Seattle Times' Open House of the Week, and the project has been featured on local Seattle TV. The Rotary features the home each year at its annual Paine Field Air Show, both verbally and in the programs. It is heartily supported by the entire community.

IDEA: The Greenhouse SOE Program

Submitted by:
Carla Brubaker
Deer Valley High School
18424 North Ave.
Glendale, AZ 85308

Description:

My idea is to break away from the typical hog, lamb or steer used by most of our students for their SOE programs. With the availability of the greenhouses on

many of our campuses, it is time to start thinking about different types of programs that can be related to the horticulture curriculum.

Many of our students in the horticulture area can benefit from programs in the greenhouse that relate directly to the area of their interest. They can keep records of expenses, income, and profits on plants grown in the greenhouse and receive an education in the area of their interest. Hopefully, this will stimulate more interest in greenhouse production and other related areas.

The major weakness of this program is when your students advance and take on more projects. This requires tremendous greenhouse space. Hopefully many students will have enough interest to start greenhouses on their own to alleviate this problem.

The first step in implementing this idea is to make your students realize that the greenhouse project is an acceptable SOE program and can be rewarding. As the students become involved in running and operating the greenhouse, this idea should make the job easier.

IDEA: 100% SOE Program

Submitted by:
Martin Adams
Vocational Agriculture Instructor
Hooker Public School
Box 247
Hooker, OK 73945

Description:

Our program of 100% SOE program works best with ownership and placement experience with traditional high school students. In our chapter we give each student a chance to have an SOE program, many with a multiple SOE program. If a student comes into vocational agriculture without an SOE program and cannot afford one, we have several options:

1. A person in our community sponsors the student with a livestock project or a job placement.
2. The student can work for the school with grounds maintenance or at the FFA farm.
3. Our chapter has a chain gilt program and two gilts are given to a new FFA member.

We use different promotions to motivate the students to do well with their SOE program. The students use their SOE program as a main part of their record book, keeping records on all expenses and profits and improvement projects for their enterprises. The record book is used as a part of the vocational agricultural grade, the better the record keeping and expansion of SOE programs the higher

the grade. Their SOE programs are also important parts of the degrees in FFA membership. A committee composed of a teacher, principal and advisor then evaluates each student and their SOE program to pick a member of the month. Based on participation in contests, fairs, stock shows, SOE programs and community projects that month. We publish a picture of this member and a story of his SOE program to local newspaper and radio station. Each student submits an application in April for a proficiency award. Each year several applications are submitted to the state department for state awards.

We use a point system to recognize participation in FFA activities. The top eight members in total points are allowed to go to the National FFA Convention and FFA day at college football games. The break down of points are as follows:

	Vo. Ag. Grade	Record Book
Blue Ribbon-5	A-4	A-4
Red Ribbon-4	B-3	B-3
White Ribbon-3	C-2	C-2
Yellow Ribbon-2	D-1	D-1

Grand Champion-5
Reserve Champion-3
Participation in activities-1
Each different SOE-1
Member of month-5
Fund raising (sausage sales) 250-15, 200-13, 150-11, 100-9, 90-7, 80-6, 70-5, 60-4. Maximum in any event 25 points.

The students have many different ways to achieve these points in which they do not have to invest any money, just time. Competition in the FFA chapter makes a more active chapter. The students can enter grasses, crop and vegetables samples, shop projects and livestock for ribbon awards.

We have local, county and state fairs that they can compete in. We participate in range, crop, land, livestock, creed, quiz and speaking contests and are very competitive in each. Each member can participate in these contests, keep good records on their SOE program, expand their SOE program, and participate in community projects to help build a strong FFA chapter.

IDEA: Rent-A-Plant Care, Ownership Experience

Submitted by: Susan S. Camp
School of Vocational Education
Department of Vocational Agriculture Education
208 Stubbs Hall
Louisiana State University
Baton Rouge, LA 70803

Description:

For today's changing population of vocational agriculture, students must be supplied with experiences that are both educational and practical for their environment. In looking at our suburban and urban student, we can not expect them to all raise several litters of pigs or to grow five to ten acres of field crops.

With our students that are interested in floriculture and landscape horticulture we can begin an entrepreneurship-type program in plant care just as we have done in dog grooming businesses. This experience can be a combination of both maintenance and health care of plants and introduction of new flora.

As students begin their classroom experiences, I encourage them to begin thinking of ways to use their new knowledge to make money and to further increase their knowledge in the world of plants.

The students may wish to begin in their neighborhoods asking plant owners if any of their plants need repotting, pruning or cleaning. To get started students should type a list of the jobs that they can perform for their customers with a price (make it minimal but fair to the student) for these services.

Students may wish to begin diagnosing sick plants, taking diseased plants to their homes or school (approved by parents and instructor) and attempt to nurse them back to health.

Advertising flyers may be distributed through an area that the student chooses to serve, outlining services, hours, and including a few references.

A team of students may elect to form a partnership, outlining the conditions of the business, the proportion of work and investments to be made by each member and the compensation to be awarded for the work performed. The partnership arrangement is an excellent opportunity for students that live in the same neighborhood, to learn more about the business world and free enterprise and still insure that all customers are served at the time they desire. Often customers going on vacation will need plants watered and the lawn mowed in addition to the regular services required.

As students progress through their landscaping instruction, these services may be added to those offered in the business. As students mature and are able to travel further, they may wish to expand their business to include several communities with a complete offering of services in floriculture and landscape horticulture.

Students should be encouraged to keep individual records on each customer along with their daily receipts and disbursements. Business records should be checked weekly and graded at the end of each grade period.

This type of ownership enterprise requires very little capital outlay in the beginning. Plant owners can supply all the equipment, soil, and fertilizer needed or the student can do the shopping for the owner. Even for students with no

transportation the opportunities are endless for students living in urban communities.

A small business award can be a yearly presentation at the FFA banquet. This award should be based upon records and customer references.

IDEA: Sportsman's Park Pheasant Rearing Project

Submitted by: Steve Redenius
Advisor
Janesville-Parker FFA
3125 Mineral Point Avenue
Janesville, WI 53545

Description:

The Sportsman's Park Pheasant Rearing Project has been used by the Janesville-Parker FFA Chapter as a type of directed laboratory project experience for those members interested in a wildlife project as well as poultry production proficiency. The project consists of the rearing of 2600 ringneck pheasants until they are released into the wild, by the five county sportsman's clubs. They are released about one week before the opening of the pheasant hunting season in late October. The project includes repairs made to the 28 runs, the tilling and seeding of the runs to approved cover, cleaning and bedding of the shelter pens, equipment clean-up, peeping of all the birds, as well as the daily feeding and care of the birds. In addition, students care for a whitetail deer display which includes live deer for viewing by the public. During the winter months about 20-30 pheasants are kept for display purposes. These birds include silver, buff, golden, and other exotics, as well as the more common ringneck birds. The project is then, a year around venture for the students.

This project was implemented by the chapter due to the high proportion of urban-nonfarm students who are interested in wildlife and for those interested in learning more about the care and feeding of animals but do not have the opportunity to raise animals at their home or work with the cooperation of a neighbor. The project was started with the cooperation of the county sportsman groups and the county parks department. Before the FFA students took over the park and the pheasant rearing, a caretaker had been hired by the county. He was not able to continue and if not for the local FFA chapter the entire project might have been discontinued. The students were able to negotiate a sum of $70.00 per month which has since been raised to $1,000.00 per year.

The project has been the major supervised occupational experience program for seven students this year and six students last year. Although the money is not that large an amount for six or seven students, the project does involve over 1,000 student-hours per year of work experience in the area of wildlife proficiency that

otherwise would be hard to duplicate in our area. It enables students to meet and work with park personnel, game wardens and managers, natural resource personnel, sportsman groups, as well as the general public who come to the park for recreational purposes. Another strength of this project is the opportunity for urban students to learn the responsibility that goes along with the feeding and caring for animals on a daily basis—a responsibility that most farm people would take for granted. This responsibility will be very useful to students in any field of work they may someday enter. The major weakness, if any, is the need for close supervision of the students, as some of them have had no previous experience dealing with this kind of project. To overcome this difficulty we have obtained the support and assistance of community adults to aid the advisor.

In order to implement such a program, one might think that you have to be lucky enough to have a park such as this one that is in need of help. I feel luck plays only a small role. A survey of the community, as well as student interest is very valuable. The survey and setting up of such a project is just as valuable a learning experience for students as the actual work itself. Our chapter has developed similar projects in the area of orchard work, garden work, greenhouse work and operating a farmers market. In all of these projects the students time, quality of work, level of responsibility, safety-mindedness, cooperativeness and need are carefully noted in order to make payment to that student in more than just money. The goal is to promote learning through the experience.

IDEA: Supervised Cooperative Education Program in Agriculture/Agribusiness

Submitted by: Kent Muschinske
Ag Instructor
Denmark High School
Denmark, WI

Description:

Students are evaluated on a regular basis, both by their training station supervisor and the coordinating teacher. Each student completes a training plan detailing the specific duties and responsibilities that they are expected to complete. The coodinating instructor makes sure that the student is able to complete as many of these experiences as is possible.

Students receive 2 full credits for enrollment in the program—one for on-the-job experiences and one for classroom activity. Because this is an "elite" group (having gone through the initial screening), students are expected to complete their work with a high degree of excellence.

Classroom activity is primarily centered around developing the leadership and assertiveness of the student to better train that individual to be a leader in the

community as well as on the job. Students must lead group discussions, give oral and written presentations, conduct evaluations, administer interviews and be interviewed, as well as satifactorily complete standard educational units on practical farm management.

Admittedly, this program does not achieve the goal of providing an SOE program for all students. It does, however, give those students who are willing to put forth extra effort a chance to experience the "working world" on a first-hand basis—a chance that they would not have had without the program.

A very common problem among high school vo-ag departments is the difficulty of insuring that each student is involved in a supervised occupational experience program, especially with today's increase in non-farm rural and urban students. Although far from perfect, the following paragraph describes our attempt to see that at least some of these students are placed.

The Denmark High School Supervised Cooperative Education Program in Agriculture/Agribusiness is designed to give students practical experience on-the-job as well as develop a student's personality characteristics needed to find, secure and maintain an employment position. This program is open to any senior who has at least one year of agriculture and has an interest in pursuing a career in a specific area of agriculture. Following an application process and interview, students are selected for the following year near the completion of their junior year. Final selections are made on the basis of which local businesses will be willing to "hire" these students for the next school year. Students are placed at these training stations according to their personal career objectives. Each training station is visited by the coordinating instructor prior to the start of the school year, at which time a training agreement outlining basic guidelines and responsibilities for the training station, school, student and student's parents or guardian is thoroughly examined and signed. The parents and student are also visited (preferably in the home setting). After the agreement is signed, the student is allowed to report to work. This entire process insures maximum supervision to allow for optimum educational value in the program.

IDEA: SOE Programs for Students with Limited Opportunity

Submitted by: Kevin Keith
Denmark High School
Denmark, WI

Description:

Many students have a natural interest for wildlife and conservation programs. There is usually some land areas where game birds such as pheasants can use a boost. Our chapter has worked out agreements with the Wisconsin Department of Natural Resources (DNR) to raise day-old pheasants until mature and then release them well ahead of hunting season on non-posted land.

The program requires students to build a brooder and fenced run for the birds which are checkd by DNR officials. This gives the students some experience in agriculture mechanics skills. The pheasants and feed arrive about the second week of June.

After 80 days (approximately—this is the amount of feed they receive) the members must call advisors and DNR personnel, and release the birds on non-posted land. Of course, the landowner must also be contacted—all this contact gives the member valuable organization and leadership experience. The student must then write up a story about the release of pheasants, which gives them some journalism experience. This story appears in the Denmark Press.

The students also make population counts in their release areas, on pheasants and other wildlife before, during and after the hunting season. This information is also made available to the DNR. Students are encouraged to improve habitat on their release land by the use of thinning and planting of food and by covering trees and shrubs.

The student benefits in countless ways through this activity which can be repeated and expanded throughout high school and even beyond. If your chapter has an outdoor lab this too could be incorporated into the student's wildlife management program. The ag department benefits through public relations and active students. The DNR is also very happy, because the students usually do a better job of raising the birds. Since they have to monitor the mortality of animals and usually spend more time with the birds (there are many records to keep throughout this program), our survival rate has been one of the best in the state among clubs enrolled in this program.

IDEA: Contract Evaluation

Submitted by: Clifford Van Berkum
North Kossuth Community Schools
P.O. Box B
Swea City, IA 50590

Description:

Ron is a straight A student. He took six subjects just so he could work vocational agriculture into his schedule. As a freshman, he had 6 crossbred ewes for his supervised farming program. As a senior he had 6 ewes. He hadn't grown since a freshman.

Al was a below average student. He started his freshman year with two purebred Hampshire gilts. As a senior, he received the State Farmer degree and had 23 sows and litters for his supervised occupational experience program.

Tony came from a tenant farm that had very few buildings and no interest from

the parents in a supervised occupational experience program. He finally managed to convince his parents and the landlord to use a small building to farrow one sow and litter and feed out the pigs.

Sue was a town girl who wanted to become a veterinarian. She felt that vocational agriculture would be a benefit to her future occupation. The parents had no facilities for a supervised farming program. She had a work experience program with the local veterinarian clinic.

These incidents are very typical of most vocational agriculture classes. How can one objectively evaluate the differences of students? Here is a report card that has been developed to compensate for some of the differences and has room for the student to grow each succeeding year.

Because the SOE program includes livestock, crops and/or work exprience, plus the improvement practices and agricultural skills a student can work harder in one or more given areas if they lack livestock or crop facilities or are weak in the classroom. The difficult part of this system is to equate hours of work for units of livestock or crops. One method is to use net earnings. The method that seems to work best is to use the hours of labor involved with the unit. This makes the students accountable for the time spent on the job or in doing chores. Using ten hours as the equivalent of one unit could be used, since this is about the time spent for one sow and litter.

Record books are checked the last Monday of each month for entries. They are also checked once a quarter for other information such as ag skills and improvement practices completed. The rule for the record book grade is: if it's in ink, neat and accurate the student receives an A. The student receives a B if it is in pencil, neat and accurate. If it doesn't fit the above criteria, the student receives the other alternatives. Each quarter, all areas are averaged for the final quarter grade.

The FFA officers hold a parent meeting at the beginning of the school year for the new greenhands to explain the FFA and the vocational agriculture program. Each parent and student is given a copy of the grade card. This is a form of contract grading and each parent and student has a good idea what must be done to receive a grade they would prefer to see on the report card.

This system has a few weaknesses and takes time when it comes to evaluating the record books. The biggest advantage is that each student will be rewarded for effort and achievement rather than on intelligence alone. One doesn't have to worry about Ron, Al, Tony or Sue. And at parent conferences, the parents are eager to know which area their son or daughter is being negligent in completing.

See Appendix I

IDEA: Greenhouse

Submitted by: Robert Gambino
4 Old Mill Road
New Milfod, CT 06776

Description:

1. A low-cost, easily-constructed greenhouse that can be operated by one student to produce high quality spring bedding plants.

2. This program will benefit students studying plant science and/or horticulture from an urban, suburban or rural area who need an opportunity to develop a project that includes production of a saleable item, ownership of the production facility, as well as salesmanship and marketing experiences.

3. A student can purchase the materials locally, construct the facility at home or in the school shop, set it up with a minimum of help and produce high quality bedding plants (flowers and/or vegetable seedlings) between the months of March and June. The student will gain valuable expriences in the following areas: purchasing greenhouse materials, electricity, ventilation, heating, fertilizing, growing plants, simple carpentry and marketing. The most difficult part for some students may be the actual marketing or sale of the products. This could involve advertising, zoning regulations, local competition, population needs and bookkeeping.

4. To implement this idea, the student should follow these steps:
   a. Analyze the need for the products in his/her area.
   b. Locate a site near the home, with availble water and electricity and in full sun.
   c. Obtain permission from parents and/or owners and local government for the facility. Since the greenhouse has no foundation, it is not considered a permanent structure.
   d. Review and follow plans for "Building a Low Cost Greenhouse" attached.
   e. Purchase the materials in the winter and fabricate the structure.
   f. Purchase growing supplies such as containers, seeds, fertilizer, artificial soil, etc.
   g. Prepare a plant order form and distribute it to friends and neighbors to develop your market before planting.
   h. Set up greenhouse and have the structure and wiring checked.
   i. Start growing plants, figuring about 8 weeks before the "frost-free" date.

IDEA: School Livestock Farm

Submitted by: Ted Johnson
Vocational Agriculture Instructor
West Fargo High School
West Fargo, ND 58078

Description:

West Fargo High School's vocational agriculture program is a relatively new program and is situated in an urban setting. Only 30 students out of 900 total students in grades 9-12 live on farms. However, the West Fargo community is very strongly agribusiness oriented because it lies in the heart of the Red River Valley agricultural region.

The problem that faced the vocational agriculture program at West Fargo was to get hands-on experience for all students who would be entering the agribusiness profession. What was needed was a SOE program that would give students a complete understanding of the agricultural industry in such a way that would make agribusiness occupations meaningful and relevant to them. The project teaches all students to understand the production agriculture industry's use of the agribusiness industry and the functions and services it provides to production agriculture.

Because community involvement is essential to all vocational agriculture programs, I contacted the local Historical Society which operates a tourist pioneer village in West Fargo for their assistance. Together with the Historical Society members, the West Fargo Chamber of Commerce, the Vocational Agriculture Advisory Committee, the West Fargo FFA Alumni Association and the West Fargo School Administration a plan to develop and operate a model school farm within the pioneer village was worked out. In the project, students actually manage and perform the requirements of livestock feeding, breeding, health, sanitation and production.

Animals produced at the farm were locally marketed, were processed in the vocational agriculture processing meats laboratory, or were sold to students to show or to start their own livestock projects. The program gave them the experience necessary and also gave those students interested an opportunity to purchase and start their own livestock productive enterprises. Students receive one-half high school credit after completing the SOE program and new students were continually enrolled to take the completed student's place in the program. Direct production management, record keeping and production techniques were taught throughout the program which is a perpetual year-around operation. Species of livestock produced at the school farm are: poulry, sheep, goats, dairy cattle, hogs and rabbits. The program is available to all students who have a vocational intent within the agriculture industry.

The school farm is annually viewed by about 100,000 people who stop to tour the pioneer village. Financial support comes from money raised by the local FFA

Alumni Association as well as from profits from the farm itself. The program is evaluated twice a year by all the organizatins involved in this cooperative farm project. Scheduling of work times and completion time of the SOE program by the students are based on each individual student's situation, need and ability. The school farm provides each student with directed laboratory experience, exploratory experience, placement experience and the potential for ownership experience.

Specific program strengths include: student selection process, student supervision, controlled and systematic instruction, continuous and on going operation, community public relations, student contact with local agribusinesses, potential opportunity for students to purchase and start their own projects, individualized work scheduling, the Alumni Association and community support. Potential shortcomings of the program include: travel to the farm has to be provided by the student, and the time requirements made on the vocational agriculture instructor.

IDEA: West Chester FFA Hog Coop

Submitted by: Jack Jacquemin
6986 Logsdon Road
Hamilton, OH 45011

Description::

The West Chester FFA Hog Coop is a group SOE program which teaches both livestock production and cooperatives. The major intent is to give students without livestock SOE programs a chance to experience active livestock production practices. Feeder hogs are bought, cared for and sold at the county fair, hopefully, for a profit.

The Lakota Local School District has very rapidly changed from a rural to an urban community, however, there are many students wishing to pursue a career in agriculture. The reason for this project is to give the urban student an opportunity to receive first hand experience at raising livestock, even though they may live in an apartment, trailer or subdivision. This program has been most effective for those students not living on a farm or having a daily SOE program working with animals.

The following are a few of the learning experiences that a student will encounter if in this coop:

1. How a coop is organized
2. Responsibility as a director, officer or member
3. Meaning of dividend refund
4. Investigation of current hog prices
5. Swine selection

6. Ration selection and amounts
7. Grain purchasing
8. Swine parasite control
9. Swine grooming and showing
10. Swine health problems
11. Swine marketing
12. Swine efficiency factors
13. Parlimentary Procedure in running a meeting
14. Active participation in a group effort
15. Cooperation with others
16. Public speaking - explaining program to others

Possible shortcomings may be:

1. A net loss monetarily due to many possible reasons
2. No local farmer willing to cooperate with the project
3. Transportation of students without a driving liscense

The first step to organize this project is to find those urban students who wish to participate. (This year there were twelve (12) members.) A meeting is held with a board of directors, the officers and a manager. They make decisions such as how many hogs to buy, where to buy them, how much to pay for them, what to feed them and setting up a work schedule.

All the members buy into the cooperative but the chapter treasurery acts as the bank. The animals are fed out to market weight, showed at the county fair and sold at the jr. fair auction. The members receive their initial investment back, plus the profits divided equally as dividend refunds.

EXPANSION OF SOE PROGRAMS

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IDEA: "WORK DAY" or Job Exploration Day

Submitted by: H. Leon Snyder
7715 St. Rt. 257
Prospect, OH 43342

Description:

The "Work Day" simply stated is getting a student a job for a day or weekend. It can open doors in the community to opportunities for many students with limited SOE programs. It can also aid students in getting their first taste in other areas of agriculture besides the one they are presently working in. For example, a farm student could work for a local veternarian. In addition it may also be used as an earning activity for both student and the FFA chapter. The chapter can set a predetermined amount or percentage of the wages to go to the chapter. I have used 50% or $8 whichever is less.

I have found this successful with nearly all of my production agriculture students. It is perhaps most beneficial to the first and second year members as they may not yet be established in a good SOE program.

Program strengths include involving all students. They are pushed into trying new things they may not otherwise tackle. It also has a positive effect on the community because they are made more aware of the vocational agriculture program and the SOE program part of their experiences. Many of these one-day or weekend experiences have become more of a permanent SOE program for students. Many times it is simply making that initial contact and showing their willingness to work that gets them in on the full-time position. Some shortcomings may include: Economic status of community compared to the number of students to be placed. Some employers may be just looking for cheap labor to clean up a dirty area. Some schools may not allow released time for such a program.

The first step is to sell the importance of the program to the school (both administration and fellow teachers). Try to choose a time least inconvenient to other teachers. Although the "Work Day" could be done on a Saturday, I think it works best if it is held on a Friday of school. This allows for an added day of work, if needed in some situations. It would also give incentive to the student, and eliminate excuses for not wanting to participate. It makes it easy for teachers to get around to visit most students on the job. The best time of year is in the fall or spring at the beginning of a grading period to give students a chance to make up work missed.

The next step is to explain your plans to the executive committee and upon getting their approval, to the whole chapter and classes.

The third step is to publicize in the community about work day. This should be started at least two weeks in advance of the time you plan to hold it. Newspaper ads, news stories, radio and TV programs and posters can help publicize the

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activity to get community support. Parents need also to be made aware of your plans and permission slips turned in ahead of time.

Personal and phone contacts can be used to make plans for each individual student and their placement. Support can also be attained from young and adult farmers, agribusinessmen and alumni members.

Each student should have a chance to try the area of his occupational goal or one that he has chosen for an alternative. A follow-up with thank you notes and a sharing of experiences in class are good ways to evaluate the success of your work day.

IDEA: Relationship of FFA Degrees and Proficiency Awards to SOE Program

Submitted by: Paul Wellman
Tolleson Union High School
9419 West Van Buren
Tolleson, AZ 85353

Description:

If we agree that individual supervised occupational experience programs are a large part of the vocational training that vocational agriculture students can receive, and if we agree that the FFA organization is an important intra-curricular part of vocational agriculture, then the use of one to improve the other is necessary in order to have a successful and truly vocational program in agriculture.

One of the keys to improving the quality of an SOE program is to utilize the FFA program degree and proficiency awards to the maximum. At Tolleson, we require that all vocational agriculture students have an SOE program that meets the individual student's needs and resources. We encourage, but do not require, students in vocational agriculture to belong to the FFA. However, we do require all students, FFA members or not, to fill out FFA degree applications and at least one proficiency award application as one of the requirements for having an SOE program.

We grade each student's SOE program just as classwork. The SOE program counts as 1/3 of the student's grade. Without utilizing the record book, final report forms, long-range plans, FFA degree applications and proficiency award applications, this could be very subjective grading. Yet, by utilizing all of the above an objective grade for each student's SOE program can easily be justified, whether it's for a rural student farming 100 acres or a town student with a backyard garden. By utilizing all aspects it is easier to measure the student's increased competencies and growth of his/her SOE program.

Our SOE program requirements at Tolleson are as follows:

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1st year - 1st Semester - A) Make long-range career plan.
B) Plan and start an SOE program.
C) Open a record book, complete with agreements, inventories, income and expense journals, and financial statement.

2nd Semester - A) Maintain SOE program and records.
B) Introduction to proficiency awards.

2nd year - 1st Semester - A) Maintain SOE program and records.
B) Fill out Chapter Farmer application, utilizing record book.
C) Start filling out proficiency award application in individual area.
D) Semester exam.
1) Close out record book.
2) Fill out final report.
3) Record first-year SOE program on State Farmer application.
4) Record first-year SOE program responsibilities and competencies on proficiency award application.
5) Open second-year record book.

2nd Semester - A) Maintain SOE program with records.
B) Take at least five photographs of SOE program and write fifty-word captions.
C) Revise long-range plan.

3rd year - 1st Semester - A) Maintain SOE program and records.
B) Update proficiency award application.
C) Semester exam.
1) Close out second year's records.
2) Fill out final report form.
3) Update State Farmer Degree application.
4) Open third-year record book.

2nd Semester -A) Maintain SOE program with records.
B) Take at least five more photos of SOE program and write captions.
C) Revise individual long-range plan.

4th year - 1st Semester - A) Maintain SOE program and records.
B) Update proficiency award application.
C) Semester exam.
1) Close out third year's records.
2) Fill out final report form.
3) Update State Farmer Degree application.
4) Open fourth-year record book.

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2nd Semester - A) Maintain SOE program records.
B) Start American Farmer application for 3 years of vocational agriculture.
C) Complete agricultural competencies form.
D) Semester exam.
1) Close record book.
2) Complete final report forms.

IDEA: Guidelines for the Selection and Expansion of Student SOE Programs

Submitted by: Mike Henry
Flowing Wells High School
3725 North Flowing Wells Rd.
Tucson, AZ 85705

Description:

The supervised occupational experience program for each individual student must be designed to afford opportunity to gain those COMPETENCIES essential for attaining the STUDENT'S CAREER OBJECTIVE. The occupational experience program should closely reflect those conditions and situations found in the agricultural businesses in the community.

Too often student career objectives are identified on the basis of student DESIRE or INTEREST only. The vocational agriculture teacher is the expert and knows occupational opportunities in the community better than anyone else. It is the responsibility of the vocational agriculture teacher to:

1. Provide instruction in career opportunities and selection.
2. Provide guidance to students in selecting an appropriate SOE program based upon student NEEDS and occupational opportunities.
3. Make decisions and develop program guidelines concerning appropriate supervised experiences for the respective vocational agriculture program.

Too often, students maintain the same experience program in vocational agriculture year after year. Instead of a SUPERVISED occupational experience program, it is a SAME occupational experience program.

Advanced students must be guided and directed to conduct an experience program that will address their weaknesses as indicated by a systematic, regular competency evaluation. Use what they know to learn what they don't know.

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IDEA: Youth Loan Program

Submitted by: Quentin Christman
Rugby High School
1123 South Main
Rugby, ND 58368

Description:

Farmers Home Administration (FmHA) in North Dakota has a program that allows students with an SOE program to borrow money to begin their agricultural careers.

Often the loans are made without cosignatures, and in six or seven years of operating the practical experience program, only one or two students have fallen behind in payments.

The Youth Loan Program is availble to any person 10 to 21 years of age who is supervised by a vocational agriculture instructor or 4-H instructor or advisor.

Eligibility for loan funds is determined the same way as for adults—by a county FmHA board.

Most of the loans made to young people are for a couple of thousand dollars and have been used to purchase livestock.

Youth loans are made at the rate of all FmHA loans—9.5 percent. (That rate may change from time to time according to agency policy.)

The average youth loan is made to boys, and their average age is about 17.

The loan program gives young people practical experience and profits.

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APPENDIX

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Student Occupational Experience Plan

Name: _____ Age: _____ Class in Vocational Agriculture: _____ Year in High School: _____

Parent: _____ Address: _____ Phone: _____

Occupational Objective: _____

*Identify those competencies not accomplished through regular classroom/shop activities:

*Competencies	Activities	Date to Achieve	Evaluation/ Recommendations	Date Accomplished

AGRICULTURE DEPARTMENT

NORTH SALINAS HIGH SCHOOL

Supervised Project Record

roject Type: _____ Name: _____

Date Purchased/Started: _____ Address: _____

Ear Tag #/I.D.: _____ Sex: _____ Wt.: _____ Phone: _____

Best Time To Visit: _____

Date Visited	Comments: S.O.E.P. Progress and Condition	Record Book Condition

Date Made	S.O.E.P. Recommendations Made	Carried Out	
		Yes	No

Date Done	Expense Description	Amt. $$	Date Paid

Date Done	Expense Description	Amt. $$	Date Paid

General Notations Related to S.O.E.P.

S.O.E.P. Net Income and Comments Summary

(refer to record book)

I. Total Income ..... $ _____

II. Total Costs ..... $ _____

III. Net Income ..... $ _____

IV. Total Score ..... _____

(Total Ownership Days: _____)

V. Total Yield: _____ Lbs.

VI. Ave. Daily Gain: _____ Lbs.

VII. Cost/Lb. Gain: $ _____

VIII. Hours of Self Labor: _____

IX. Income/Hr. of Labor: $ _____

Advisor's Comments: _____

Advisor Signature: _____ Termination Date: _____

Casa Grande Union High School
Vocational Agriculture

APPENDIX C

Quarterly SOE Score-Card

_____ Jun-Aug _____ Sep-Nov _____ Dec-Feb _____ Mar-May

Student's Name: _____

Vo-Ag Class: _____

Occupational Goal: _____

		Maximum Score	Student's Score	Instructor's Score
A.	Pupil's total labor income from all enterprises (Prod. and/or Work Exp.) Total labor income (_____ / $100)	20		
B.	Efficiency Factors of Prod. and/or Work Experience. - Debree of student responsibility - Employer/Parent Reports - Improvements in Prod. Factors - Approved Practices	25		
C.	Record Books - Accuracy - Completeness - Neatness	25		
D.	Competencies/Supplementary Skills Learned/Practiced. List 3 most significant: _____ _____ _____ _____ _____ _____	25		
E.	Improvement Projects. Description: _____ _____ Total Student Hours: _____	5		
	Total Score:	100		

Record Book Grade Sheet (Young Farmer Book)

		Points Possible	Points Awarded Per Quarter 1	2	3	4	SOE Quantity Points 1	2	3	4
1.	**Receipts:**									
	Form 2	5								
	Form 3	4								
	Form 4	4								
	Form 5	4								
2.	**Expenses**									
	Form 7	5								
	Form 8	4								
	Form 9	4								
	Form 10	4								
3.	**Depreciation and Inventories**									
	Form 12-13 Machines	2								
	Form 14-15 Livestock	3								
	Form 16 Inventory Livestock	5								
	Form 17 Inventory Feed	2								
	Form 18 Inventory Land and Buildings	2								
4.	**Labor**									
	Form 20 Self Labor and Placement	4								
	Form 21-22 Credit	2								
5.	**Summary and Analysis**									
	Form 27 Cash Flow	3								
	Form 28 Financial Statement	5								
	Form 29 Profit and Loss	5								
6.	**Production Records**									
	Form 52/125 Agreement	3								
	Form 54 Business Agreement	4								
	Form 55 Good Management Practices	4								
	Form 56 Budget	3								
	Form 57 Breeding	4								
	Form 59 Livestock Analysis	2								
	Form 60 Crop Analysis	2								
	Form 61 SOE Summary	5								
	Form 62/129 Show Record	4								
7.	**FFA Leadership**									
	Form 81/150 FFA Leadership	5								
	Form 82/151 FFA Leadership	4								
	Form 83/152 Proficiency Award Information	2								
	Form 84/154 Proficiency Award Information	2								
	On Time	5								
	Neatness	5								
8.	**SOE Students Placement Records**									
	Form 106 Receipts	4								
	Form 107 Expenditures	4								
	Form 108 Cash Flow	2								
	Form 109 F.S. P & L Statement	3								
	Form 126 Placement Training Agreement	3								
	Form 127 Training Plan	3								
	Form 128 SOE Summary	4								
	Total	142								

Explanation of SOE Quantity Points:

Forms 5 and 10: 1st year students - 30 points for first enterprise and 5 for each additional; 2nd year students - 15 points for first 2 enterprises and 5 for each additional; Upper classmen - 10 points for first enterprises and 5 for each additional.

Forms 4 and 20: .1 point for each $3 earned or hr. worked for pay.

Forms 16 and 28: 5 points for first productive animal units, 2 points each next 4, 1 point each for rest; .2 each acre of annual crop, .1 point for each perennial crop.

Forms 55 and 83: 2 points each good management practice of improvement project. Maximum 20 points.

On Time: 3 points on SOE Quantity.

Orrville Vo-Ag Department
Six Weeks Grade Sheet

Name: _____ Days Absent: _____

Six Weeks Vo-Ag Grade _____

50% I. Record your quiz grades here:

_____

Average quiz grade: _____ *(A=4, B=3, C=2, D=1, F=0)*

10% II. Notebook grade:

A. Organization: _____

B. Neatness: _____

C. Completeness: _____

Average of the 3 notebook grades: _____
(This grade is given by a classmate.)

5% III. Attitude and discipline grade

My self-evaluation is a _____

20% IV. SOE grade *(List the type, size, and scope of your SOE):*

A. Job Placement: _____

B. Crop Projects: _____

C. Livestock Projects: _____

D. Improvement Projects: _____

Grade achieved: _____
(This grade is based on record books as well as quality of project or work and is determined by the teacher.)

15% V. FFA grade *(During the last 6 weeks I did the following):*

A. Committee Work: _____

B. Attendance at Meetings: _____

C. Activities: _____

D. Contests: _____

Grade achieved: _____
(This grade is assigned by the teacher based on what you have recorded.)

PRODUCTIVE PROJECTS - Nature and Scope

Swine - Market hogs, 1 sow (and 1 sow purchased during the year), oats - 10 acres.

ARRANGEMENTS FOR PRODUCTIVE PROJECTS IN FARMING PROGRAM

Swine - The student has full ownership, managerial and financial responsibility for the project. Feeds available on the home farm will be sold to the project at current market prices. Livestock equipment and labor for the project are to be furnished by the student. The father agrees to provide "clean ground" (lots and pasture) for the project at a charge of $9.00 for the year.

Oats - The student is to furnish the seed, fertilizer, and labor and is to have full financial responsibility and managerial control for the project. The father agrees to make his tractors, machinery, and equipment available for the project at custom rates. The student is to pay the father ¼ of the crop as rent of the land. The father further agrees to settle, at the close of the project year, all accounts payable to him by his son's/daughter's projects in exchange for the son's/daughter's help during the summer.

DIARY

January 1 - Opening Inventory

1 Duroc gilt, (Rosie) bred Dec. 1, weight 275 lbs., value $65.00
640 lbs. of ground barley for hogs, value $0.02 per lb.
1 hog feeder, 4 years old, est. life 10 yrs., new cost $50.00
1 A-type hog house, 2 yrs. old, est. life 10 yrs., new cost $125.00
1 pig brooder, 1 yr. old, est. life 6 yrs. new cost $12.00

January 15

Sent soil sample to Soils Department, Wisc. for test taken from field to be used for oats. Cost of test $1.50. Spent 1 hour self labor taking test sample.

November 10

Sold my share of the oats crop to Farmers Elevator Co. Total crop 140 bushels. My share ¾ or 105 bushels sold at $2.75 per bushel. Paid Dad ¼ of crop as rent (¼ of 140), Dad's share 35 bushels - value, $2.75 per bushel.

November 15

Paid Dad $2.50 for trucking hogs to market and $5.00 for use of truck for hauling oats.

November 30

Self labor on hogs for month of November, 8 hrs.

December 31 - Closing Inventory

1 sow, Rosie, bred December 8, weight 350 lbs., value $60.00
4 gilts, bred, total weights 1,000 lbs., total value $160.00
1 hog feeder, listed in opening inventory.
1 A-type ho house, listed in opening inventory.
1 pig brooder, listed in opening inventory.
1 hog waterer, bought during the year.
500 lbs. of ground barley, valued at 2 ¼ cents per lb.

Bill Joe Kevin Kelly Kim (siblings)

Bob Johnson 624-3649
Mr. Jim Johnson & Sarah Johnson (parents)
Rt. 1 Soldiers Grove

7-1	1st visit, met parents, explained program and saw farm set up.
10 AM	Interested and exthusiastic family
	Bob interested in hogs
	sow and litter and home improvement?
	Bob will go to Farm Progress Days with us 8-6
9-7	After school—saw Bob's bred
	gilts (2) due in early Nov. X-breds
	pen needs some new wood and a better farrowing set up—roll bars
	Bob & Dad are shingling garage roof
12-14	Field trip with Ag I class (project tour)
	15 pigs from 2 litters—sell as feeder pigs
	need a list of home imp. possibilities
	Johnson farm "ave. 127 bushels corn this year"
5-4	Took soil samples with Bob and Joe (little brother)
	3 hayfields Boron low?
	identified weeds, fertility problems in hay
	will try to cut thistles in pasture this year
5-12	Delivered soil reports and discussed them—they will deal with
	GC Coop for fertilizer; hay needed K, Boron, S

FFA Record Book Score Sheet

(Date)		(Name)
(Points Possible)	(Sections To Complete)	(Your Points Earned)

A.) _____ 5 pts. -Improvement Projects (1 point each - up to 5)

B.) _____ 10 pts. -Supplementary Farm Practices (1 point each - up to 10)

C.) _____ 5 pts. -Approved Practices (1 point each - up to 5)

D.) _____ 5 pts. -FFA Leadership and Cooperative Activities (1 activity or more)

E.) _____ 5 pts. -Summary of Supervised Farming Program (up-to-date)

F.) _____ 10 pts. -Financial Statement (filled out)

G.) _____ 5 pts. -Earnings and Income from Sources Other Than the SOEP (filled out when applicable to you)

H.) _____ 10 pts. -Depreciation (filled out when applicable to you)

I.) _____ 5 pts. -Record of Money Borrowed and Owed (filled out when applicable to you)

J.) _____ 5 pts. -Breeding, Birth, and Weaning Record (filled out when applicable to you)

K.) _____ 30 pts. -**Livestock Record** (Blue Sheets)
- _____ 5 pts./Agreement - completed and signed
- _____ 5 pts./Estimate-Summary
- _____ 10 pts./Feed Record - up-to-date
- _____ 5 pts./Expenses other than feed, labor not paid for in cash, income from products sold or used at home,inventory and first cost (filled out when applicable
- _____ 5 pts./Project Analysis-**Goal**
  Project Analysis-**Results**

L.) _____ 40 pts. -**Crop Record** (Yellow Sheets)
- _____ 5 pts./Agreement - completed and signed
- _____ 5 pts./Estimate-Summary
- _____ 5 pts./Fixed and Variable Expenses
- _____ 5 pts./Labor not Paid for in Cash
  Inventory and First Cost
- _____ 5 pts./Income from Products Sold or Used at Home
- _____ 5 pts./Project Analysis
- _____ 10 pts./(Possible depending on project)

M.) _____ 40 pts. -**Employment Record** (Pink Sheets)
- _____ 5 pts./Personal Information and References
- _____ 10 pts./Training Agreement - completed and signed
- _____ 5 pts./Training Plan
- _____ 10 pts./Monthly Record of Employment Experience
- _____ 5 pts./Expenses Related to Employment
- _____ 5 pts./Financial Summary and Summary of Non-Cash Income From Job

N.) _____ (__ pts.) -**Green Daily Record Sheet** (1 point per day completed and recorded)
(Days in this grading period are: _____)

Vocational Agricultural Daily Record Sheet

_____ _____

(Name) Month Year

Activity and Work Description:
(Include abbreviations.) _____
_____
_____
_____

Month: _____

Dates	Description	Hours Worked	Mark X When Recorded in Record Book
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Continued on the reverse side.

Month: _____

Dates	Description	Hours Worked	Mark X When Recorded in Record Book
24			
25			
26			
27			
28			
29			
30			
31			

This record should include classwork, greenhouse work, jobs, and work at home.

This record should also include the number of hours that you spend on various activities. This should also include your pay.

By the end of each month you should have all entries on this sheet transferred to the proper record sheets in the rest of your record book. (Livestock, Crops)

Proper recording at the end, or by the end, or each month will give you a very complete record of your activities at the end of the year.

Whenever you need more record sheets for your record book, get them from the record book file drawers.

Use the space below to make any extra special notes about this month.

CLASS OF _____ NAME: _____

Supervised Occupational Experience Programs

		AOEE	Animal Science	Crop Science	Supp. Prac.	Improve. Prac.	Record Book	Class Grade	Ave.
Freshmen	1st								
	2nd								
	3rd								
	4th								
Sophomores	1st								
	2nd								
	3rd								
	4th								
Juniors	1st								
	2nd								
	3rd								
	4th								
Seniors	1st								
	2nd								
	3rd								
	4th								

Standards For Evaluation For Supervised Occupational Experience Programs

PRODUCTIVE PROJECTS

Animal Science

	9th	10th	11th	12th
1 unit	B	C	D	C
2 units	A	B	C	D
4 units	-	A	B	C
5 units	-	-	A	B

Units are number of heads or enterprises.

Crop and Soil Science

1 unit	B	C	D	-
2 units	A	B	C	D
4 units	-	A	B	C
8 units	-	-	A	B
16 units	-	-	-	A

Units are generally acres.

IMPROVEMENT PROGRAMS

Number	9th	10th	11th	12th
1	A	C	D	-
2	A	A	B	-
3	-	A	A	B
4	-	-	A	A

SUPPLEMENTARY PRACTICES

1	D	-	-	-
2	C	D	-	-
4	B	C	D	-
6	A	B	C	D
8	A	A	B	C
10	A	A	A	B
12	A	A	A	A

EXAMPLE 1

Miss Chenette, Advisor

Seniors	Sophomores	Freshmen	Juniors
Daniels, Jackson	Belanger, Michael	Bachiochi, Terry	Clough, Cindy
Giggey, Hope	Coble, Lauren	Bikernicks, Korinna	Doty, Laura
Hill, Cari	Duhart, Kelly	Brown, Kim	Dupont, Karen
Madden, Sue	Edmiston, Karen	Coughlin, Brian	Fraser, Bruce
Miller, John	Hastillo, Michelle	Daniels, Serena	Lughinbuhl, Todd
Wood, Edward	Miller, Pam	Dzen, Donald	Minot, Doug
	Nolan, James	Edwards, Dori	Schutz, Thomas
	Shooner, Jeffrey	Hill, Brenda	Sonski, Barbara
	Switzer, Kelly	Masciovecchio, Lisa	
		Nason, Barbara	
		Kellner, Lisa	

19 _____ 19 _____

School: _____ Teacher: _____

Grade: _____

Name	Year in Vo-Ag	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total

Note: Record the dates you visit in the proper month and put total number of visits to each student in the last column.

EXAMPLE 3

Ellington

Hope Giggey	875-3421
Lisa Masciovecchio	872-6318

Somers

Jack Daniels	749-3039
Serena Daniels	749-3039
Barbie Sonski	749-6014
Kelly Duhart	749-8593
Jeff Shooner	749-0487
Sue Madden	749-6107

Vernon

Pam Miller	872-9449
John Miller	872-9449
Doug Minot	871-8017
Mike Belanger	872-7127
Korrina Bikernicks	872-1806
Brian Coughlin	872-6006
Dori Edwards	872-8287
Jim Nolan	871-1069

EXAMPLE 4

Belanger, Mike

231 Brandy Hill Road
Vernon, CT 06066
Tel: 872-7127
Parents: Lee and Joe

House C
Mrs. Booth
300003900 student #

Career Goals:

Freshman year	- 1st Biologist	2nd Chemist
Sophomore year	- 1st Vet	2nd Biologist
Junior year	-	
Senior year	-	

Projects:

9th Grade - (1) lawn work made $110
(2) 35 water fowl, hatched 160 ducklings made $624
10th Grade - (1) 20 water fowl, 20 poultry, showing at fairs and selling birds for local game farm
(2) lawn work
(3) observing at local vet's office
(4) summer of '83 attended a program called "Greater Scientists of Tomorrow" 4 days a week from 1:00 to 4:00 in Hartford

Rockville Regional Vocational Agriculture Center
Project Visitation Or Individualized Instruction

Student: _____ Date: _____

Adress: _____ Mileage: _____

Telephone: _____ Place: _____

Supervised Occupational Experience Project(s) and Scope(s): _____

Indvidualized Instruction:

Project Evaluation: **Rating**

1. Manager and/or worker _____
2. Project(s) growth _____
3. Approved practices _____
4. Supplementary skills _____
5. Relationships to interest area(s) _____
6. Records _____

Individualized Instruction Evaluation:

1. Degree of achievement _____

Evaluation Scale:

0 - No Program of Achievement
1 - Poor - Needs Improvement
2 - Good - Acceptable
3 - Excellent - Superior

Comments, Suggestions, Directions, Improvements, Etc.:

Student's Signature

Instructor's Signature

Rockville High School

ROCKVILLE REGIONAL VOCATIONAL AGRICULTURE CENTER

LOVELAND HILL • ROCKVILLE, CONNECTICUT 06066

BRIAN J. McCARTNEY, *PRINCIPAL*
ROCKVILLE HIGH SCHOOL

STANWOOD R. PULLEN, JR., *DIRECTOR*
VOCATIONAL AGRICULTURE

February 3, 1983

Mike Belanger is a student enrolled in the vocational agriculture program at Rockville High School. A requirement of the program is that Mike is to have an out of school work experience project in an agricultural field of his interest. Mike is interested in the area of veterinary medicine. This is why we have asked that Mike be able to visit and learn about your clinic.

We have agreed upon having Mike come to the clinic one afternoon a week for the next three weeks to work with a vet and view first hand the skills and experiences needed to work in the field of veterinary medicine. Mike will also go with the farm truck on February 23, 1983, to work with large animals. At the end of this time we will reevaluate the situation and go from there.

Mike has agreed to do the following while he is at the clinic: provide an honest day's work, be punctual and dependable, follow instructions, be courteous, and keep the clinic's interests in mind. As part of his project for school, he will keep records on his activities at the clinic.

The clinic, I hope, will provide opportunities for Mike to learn and become familiar with as many jobs as possible, assign him new responsibilities in keeping with his progress and assist in making an honest appraisal of his performance.

Yvonne Chenette
Vo-Ag Teacher

Mike Belanger